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ABSTRACT

Bilingual classes in grades K-5 in the San Marcos and Harlandale (Texas) school districts comprise this bilingual education program. Most of the pupils come from Spanish-speaking homes with low socioeconomic-educational background; however, a certain proportion of the San Marcos pupils are Anglos. Program objectives include preventing educational retardation in the Mexican American child by teaching him in Spanish while competence in English is being developed to the point where it is sufficient to carry the educational burden, endowing him with literacy in 2 languages, and instilling in him knowledge of and pride in his heritage. Objectives for the Anglo child include broadening his outlook and developing in him an appreciation of multicultural contributions to our society. The evaluation design includes use of the Peabody Picture Vocabulary Test (Spanish and English version), the Metropolitan Achievement Tests, and the Spanish Serie Interamericana Reading Tests, as well as local tests of behavioral objectives stated in the curriculum guides. The test results are presented in tabular form. Teacher and teacher-aide evaluation measures include pretests and posttests for preservice and inservice training, verbal interaction analyses, and rating forms completed by coordinators, principals, and teachers. Eighteen recommendations are specified at the end of this report. The appendix consists of samples of the evaluation forms used. Related documents are ED 023 508 and ED 026 158. (NQ)

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EVALUATION REPORT

OF THE

BILINGUAL EDUCATION PROGRAM

Harlandale Independent School District

San Marcos Independent School District

Southwest Texas State University

1971-72

Submitted To:

Mr. Carlos G. Rodriguez
Project Director

and

The U. S. Office of Education, as a report of the third year's progress, under the provisions of Title VII of P. L. 89-10, as amended.

Grant # OEG-0-9-530014-3480 (280)

by

Dr. Helene W. Harrison
Internal Evaluator

RC006680

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Summary

This bilingual education program involves bilingual classes in grades K-5 in two school districts, San Marcos and Harlandale. Southwest Texas State University is also involved through training of senior student teachers, of student intern bilingual aides (of junior rank) and of bilingual students specializing in bilingual/bicultural education. The greater part of pupils served by the program come from Spanish-speaking homes with low socio-economic-educational background. A certain proportion of the San Marcos pupils (20%) are of Anglo background and are in the program because of parental request and interest.

The primary objective of the program is to prevent educational retardation of the Mexican-American child by teaching in Spanish while competence in English is being developed to the point where it is sufficient to carry the educational burden. Secondary objectives for the Mexican-American child are to endow the child with the advantage of literacy in two languages and to instill in him knowledge of and pride in his heritage. Objectives for the Anglo-American child are to broaden his outlook and to develop in him an appreciation of multi-cultural contributions to our society by introducing him to another language and another culture.

This year's plans called for continued development, adaptation and revision of curriculum materials by the curriculum specialist, working in conjunction with suggestions and requests from the teachers acquired through written forms and personal interviews.

The evaluation design included use of the Peabody Picture Vocabulary Test (Spanish and English versions,) the Metropolitan Achievement Tests, and the Spanish Serie Interamericana Reading Tests as well as local tests of behavioral objectives stated in the curriculum guides. Generally, normal and better gain was achieved on the Spanish version of the Peabody but less than normal on the English version. For the most part pupils did well on the word discrimination, language and math portion: of the Metropolitan but did less well on word knowledge and reading comprehension, indicating that teachers do a better job of teaching math, phonics and word attack skills than of working toward reading comprehension, which needs to be emphasized in future. On the Spanish reading test results were only partially satisfactory with a need indicated for more concentration on reading comprehension by teachers. Local behavioral objectives in all subject areas were met, generally. Inferred self-concept scales revealed an excellent gain in self-image by project pupils.

Measures used to improve teacher and aide/student intern performance were preservice and inservice training, videotaping of teachers, observation by and conferences with coordinators and the curriculum specialist, verbal interaction analyses of classroom discussion and attendance at relevant conferences. Specialized training and coursework for bilingual education were provided education majors and student interns by SWTSU. Evaluation measures included pre- and post-tests for preservice and inservice training, verbal interaction analyses and rating forms completed by coordinators, principals and teachers. Significant improvement occurred in most cases.

There was overwhelmingly increased involvement between parents, school and community as demonstrated by attendance at Parent Circle and Community Advisory Committee meetings and at special school programs as well as parental communications with the school and parental volunteer help with school activities.

Project coordination had improved significantly due to meetings with school personnel, staff meetings, written monthly reports from staff members, consortium meetings and increased communication and cooperation among all project personnel.

Central among the eighteen recommendations specified at the end of this report are the following; (1) measures recommended for alleviating pupil dropout should be taken; (2) teachers in kindergarten and first grades should maximize time spent on oral language development (concept development is primary here) and minimize time devoted to written language; (3) all teachers should maximize time devoted to concept development and reading comprehension and minimize time devoted to other aspects of language. It is hoped that relevant personnel will take firm measures to ensure that these recommendations are carried out.

CONTEXT

San Marcos School District is located in a university town midway between San Antonio and Austin with a local population of 18,000 and a university population of 11,000 during the academic year. The people of San Marcos are employed in educational institutions (SWT, Gary Job Corps, San Marcos Baptist Academy, Brown Schools, or the public schools,) public services or small businesses.

Harlandale School District is located in San Antonio, a city fifty miles southwest of San Marcos. Some Harlandale residents are employed in federal installations. The density and demographic characteristics of primary target populations in both these areas are quite similar. Neither school district has taxable industry to support the schools adequately; for that reason both districts depend heavily upon special fundings to maintain quality educational programs.

Both school districts serve grade levels K-12. In both school systems Spanish-surnamed pupils constitute almost two-thirds of the total school population. Total enrollment in the San Marcos School District is approximately five thousand and in in Harlandale, close to eighteen thousand. School enrollment in both districts shows gradual increases yearly.

San Marcos has three elementary schools and a kindergarten school, while Harlandale has fifteen elementary schools. This year the four schools in San Marcos in which the project operates had a Spanish-surnamed enrollment of 1506 -- 65% of the total enrollment. The six elementary schools in Harlandale in which the project operates had a Spanish-surnamed enrollment of 3251 -- 88% of the total enrollment. A language survey which was conducted last year revealed that the dominant home language of approximately 55% of these students is Spanish; for 27% the dominant home language is English. In the remaining approximately 18% of the homes both languages are used, but there is strong probability of a deficit in both langauges for this group. (See discussion of fall results of Peabody tests in both languages on page 21.)

These Spanish-surnamed pupils not only suffer from a language handicap; they also suffer from socio-economic privation brought on by the low educational and occupational attainment of a majority of the parents, as was substantiated in a demographic survey conducted last year. Cultural differences from the larger society and from the value standards of the traditional school system has led to educational disaffection and alienation on the part of both parents and pupils in the past. Pilot projects in bilingual education in both San Marcos and Harlandale led to the conclusion that bilingual education was the hope to remedying these problems. Therefore, Title VII encouraged a cooperative effort on the part of the school officials of both districts and Southwest Texas State University to improve educational opportunities for the Mexican-American child. The existing program is the result of their agreement.

PROGRAM DESCRIPTION

Scope of the Program

The program, bilingual instruction in grades K-5, was primarily designed to provide bilingual instruction in grades K-5 for pupils who have limited English-speaking ability. The primary goal is to reduce the learning deficit and learning lag handicapping the Mexican pupil by teaching the child in Spanish while teaching him English as a second language until his command of English is sufficient to carry the major portion of his educational load. Supplementary goals are to give the child the advantage of literacy in two languages, Spanish and English, and to develop in the child a pride in his bicultural heritage through bilingual social studies units especially designed therefor.

Due to the fact that monolingual English-speakers were placed in the project in San Marcos because of parental request and that this group constituted 20% of the project enrollment in San Marcos this year, goals for this group of children were also specified. For the monolingual English-speaking child in the project, the goals are these: to broaden his experience by introducing him to another language and another culture and thereby to enable him to appreciate better multi-cultural contributions to our society.

Additional goals of the program are these: the preservice and inservice training of bilingual teachers; the training of bilingual student teachers and of bilingual student intern aides; the development and refinement of materials, curricula and instructional techniques for the bilingual education program; and the improvement of human relations between two ethnic groups.

There were sixty-seven teachers involved with the program: eighteen in grades K-4 in San Marcos and forty-nine in grades K-5 in Harlandale. (See Table I.) Both kindergarten and fifth grade had been added to the program this year; however, the local districts had taken over funding of first grade this year, thus assuming support of 24% of project classrooms. This means only kindergarten and grades 2-5 were funded by Title VII. In the total project approximately 1900 pupils were involved. Almost all Harlandale pupils were Spanish-surnamed. However, 20% of San Marcos pupils in the project were Anglo-American. (See Table II, San Marcos Ethnic Breakdown.)

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA

	TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
	Almendarez	S	Bonham (SM)	K	25
	Wortham	E	Bonham (SM)	K	25
	Flores,V.		Bowie(SM)	1	26
	Muñoz		Bowie (SM)	2	31
	Soto		Bowie (SM)	3	37
	Rodriguez, M.		Bowie (SM)	4	35
	Flores,S.		Collier (H)	K	29
+	DeSoto		Collier (H)	K	30
	Perales	S	Collier (H)	1	29
+	Thompson	E	Collier (H)	2	32
	Pacheco		Collier (H)	3	23
	Gonzales	S	Collier (H)	4	31
	Guajardo	E	Collier (H)	5	31
	Allison	E	Columbia Heights (H)	1	26
	Gutierrez		Columbia Hts. (H)	1	27
	Mitchell		Columbia Hts. (H)	1	27
	Trevino	S	Columbia Hts. (H)	1	27
	Williams↔Cazier	E	Columbia Hts. (H)	1	27
	Chavarria		Columbia Hts. (H)	2	27
	Maldonado	S	Columbia Hts. (H)	2	27
	Music	E	Columbia Hts. (H)	2	26
	Pachecano		Columbia Hts. (H)	2	27
	Rendon		Columbia Hts. (H)	2	26
+	Lopez,S.		Columbia Hts. (H)	2	26
	Pirhala	E	Columbia Hts. (H)	3	30
	Rhoades	E	Columbia Hts. (H)	3	30
	Rodriguez,A.M.,	S	Columbia Hts. (H)	3	30
	Taylor	E	Columbia Hts. (H)	3	30
	Duarte		Columbia Hts. (H)	4	31
	Lopez,M.		Columbia Hts. (H)	4	31
	VanCleave	S	Columbia Hts. (H)	4	30
	Aguirre		Columbia Hts. (H)	5	27
	Garza	S	Columbia Hts. (H)	5	27
	Altenhoff	E	Crockett (SM)	1	27
	Delgado	S	Crockett (SM)	1	27
	Curlee	E	Crockett (SM)	2	28
	Nicola	S	Crockett (SM)	2	28
	Ramsay	S	Crockett (SM)	3	36
	Farmer	E	Crockett (SM)	3	35
	Gensberg	E	Crockett (SM)	4	35
	Morales,F.	S	Crockett (SM)	4	35
	Flores,S.		Flanders (H)	1	27
	Hernandez		Flanders (H)	2	26
+	Fields	S	Flanders (H)	3	22
+	Shaw	E	Flanders (H)	4	23
	Mora		Flanders (H)	5	32
	Cardenas		Gerald (H)	1	23
	Luian		Gerald (H)	1	23
	Warren		Gerald (H)	2	23

TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
Lozano		Stonewall (H)	1	26
Reyna		Stonewall (H)	1	24
Ayala		Stonewall (H)	2	30
Rives		Stonewall (H)	2	31
Perez		Stonewall (H)	3	26
Reyes		Stonewall (H)	3	26
Hill	E	Stonewall (H)	4	35
+ Gloyd	E	Stonewall (H)	4	33
Peña	S	Stonewall (H)	4	32
Galan	S	Stonewall (H)	5	26
Gonzales,Juv	S	Stonewall (H)	5	32
Harris	E	Stonewall (H)	5	28
Vance		Travis (SM)	1	26
Camacho		Travis (SM)	2	28
+ Bazbaz	S	Travis (SM)	3	23
Morales,J.	S	Travis (SM)	4	29
Jones		Wright (H)	1	24
Engel		Wright (H)	2	22

TOTALS:

67 Teachers	10 Schools	4 Kindergartens	109
		16 First Grades*	416
		16 Second Grades	440
		12 Third Grades**	348
		12 Fourth Grades	381
		7 Fifth Grades	203
		67 Classrooms	1,897 Pupils

*Although these first grades in the Bilingual Education Program are being evaluated, they are being financed by the local school districts rather than by Title VII this year.

**Plans for involving a third grade at Wright Elementary School this year had to be discontinued because of the change of many of the second grade pupils from last year to newly-built Mission Elementary School in the same district. This left too few bilingual pupils in the third grade in Wright to afford a separate classroom.

+ Teacher change during year.

Team-Teaching Arrangement. S = Spanish-Language Teacher. E = English-Language Teacher.

TABLE II

SAN MARCOS ETHNIC BREAKDOWN

Teacher	School	Grade	Spanish-Surnamed	Other
Almendarez/ Wortham	Bonham	K	29	20
Flores, V.	Bowie	1	24	5
Munoz	Bowie	2	31	0
Soto	Bowie	3	36	0
Rodriguez, M.	Bowie	4	35	0
Altenhoff	Crockett	1	16	12
Delgado	Crockett	1	20	5
Curlee	Crockett	2	28	1
Nicola	Crockett	2	31	0
Farmer	Crockett	3	23	12
Ramsay	Crockett	3	21	14
Gensberg	Crockett	4	26	10
Morales, F.	Crockett	4	17	17
Vance	Travis	1	15	9
Camacho	Travis	2	27	1
Bazbaz	Travis	3	20	0
Morales, J.	Travis	4	29	0
	TOTAL	428	106	
	PERCENTAGE	80%	20%	

Personnel (See Organizational Chart, Table III)

A. Project Director

The project director for the first half of this year was Dr. B. E. Hughes, an Associate Professor of Education at Southwest Texas State University, who holds a doctorate in elementary education, has a working knowledge of Spanish and has taught bilinguals in elementary schools. He supervised student teachers who did their internship in bilingual classrooms. One half of his salary was paid by SWT; one half, by the project. The project director for the last half of the year has been the former project coordinator for San Marcos, Mr. Carlos Rodriguez. He has been assisted this semester in an advisory capacity by Dr. Hughes, who has continued to devote one-fourth of his time to the project. Mr. Rodriguez holds a master's degree in educational administration, has taught bilinguals and is a bilingual himself. He has served half-time as director of this program and half-time as director of the new SWT program in bilingual/bicultural education, which is designed to produce teachers who are specifically trained for work in bilingual classrooms. One-half of his salary has been paid by the University and one-half by the project.

B. Evaluator

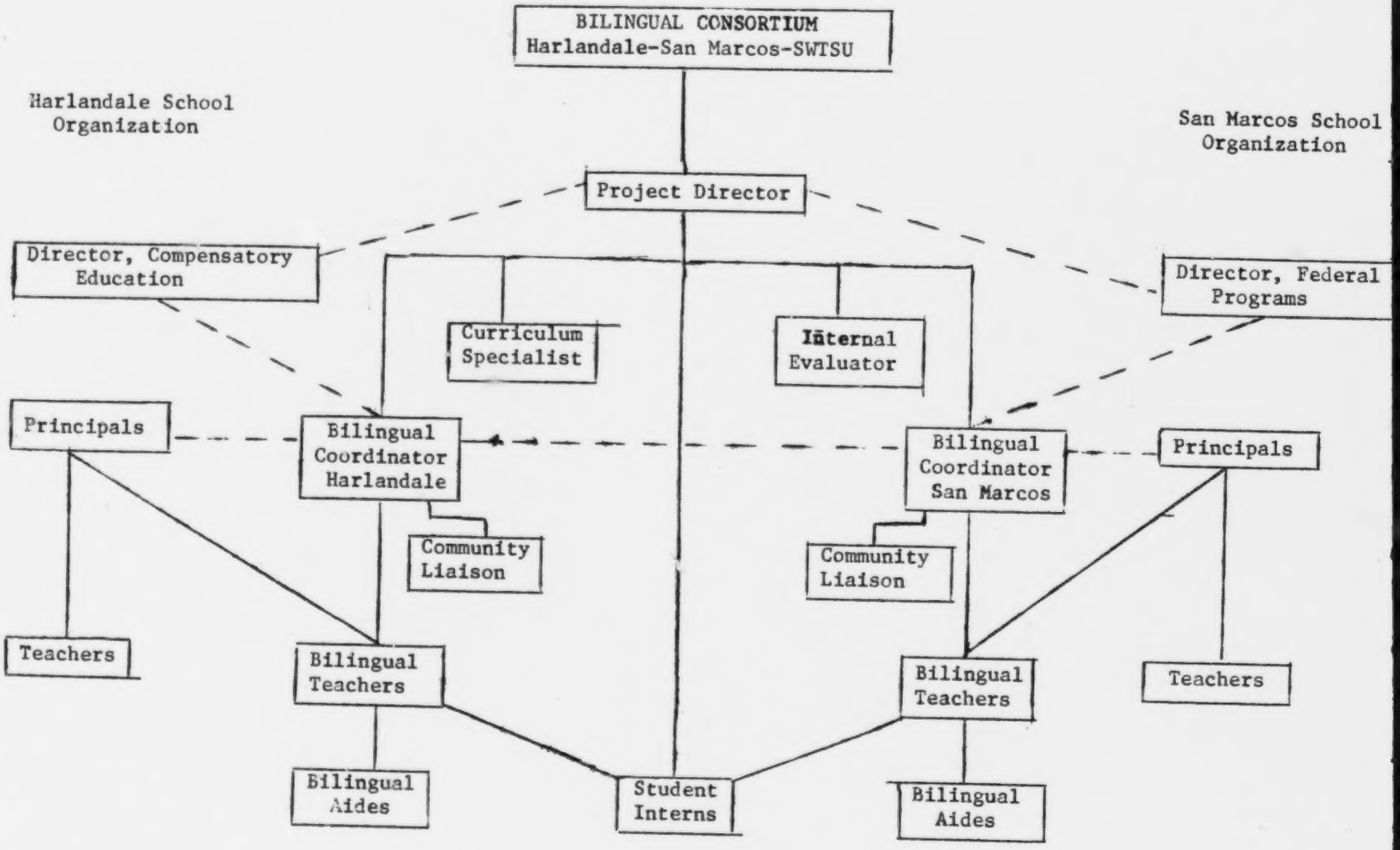
Dr. Helene W. Harrison, the evaluator, holds bachelor's and master's degrees in Spanish, a doctorate in linguistics, coursework in testing, evaluation and statistics and has had ten years experience in the teaching field, two of these serving as evaluator of this project. Her work involved developing, collecting and analyzing measurement data as well as training and supervising the testing team and preparation of the evaluation report.

C. Project Coordinators

Mrs. Connie Garcia, who has a master's degree in elementary education and eighteen years of teaching experience (mostly with bilinguals) has served this semester as coordinator for San Marcos. Mrs. Lydia Calonge, who has a bachelor's degree in elementary education and twelve years of teaching experience (mostly with bilinguals) has served as coordinator for Harlandale this year. Both coordinators have supervised teachers, held inservice training sessions for teachers and aides, reviewed and recommended materials, and assisted in data collection from teachers.

D. Curriculum Specialist

Mrs. Blanche Mora has a bachelor's degree in elementary education, teaching experience with Mexican-Americans and in a bilingual program, and has served as curriculum specialist one year. Her duties included development and revision of bilingual curriculum guides and materials and holding monthly conferences with teachers to ascertain their attitudes toward and needs in materials.


BILINGUAL CONSORTIUM
Harlandale-San Marcos-SWTSU
Harlandale School Organization
San Marcos School Organization
Project Director
Director, Compensatory Education
Director, Federal Programs
Curriculum Specialist
Internal Evaluator
Principals
Bilingual Coordinator Harlandale
Bilingual Coordinator San Marcos
Principals
Community Liaison
Community Liaison
Teachers
Bilingual Teachers
Bilingual Teachers
Teachers
Bilingual Aides
Student Interns
Bilingual Aides

E. Teachers (not paid with project funds)

There were sixty-seven teachers in grades K-5 in the project this year. A few teachers had no previous teaching experience, but most had not only previous experience, but previous experience in a bilingual teaching situation. Many hold master's degrees. The enthusiasm of the new teachers and the "knowhow" of the other teachers made a refreshing combination.

F. Teacher Aides (some not paid with project funds)

There are four bilingual aides in San Marcos and six in Harlandale, all in first grade classrooms*, who are paid by the local districts. Three bilingual aides in San Marcos and fifteen in Harlandale are paid with Title VII funds. In addition, twenty student intern aides (sixteen in San Marcos and four in Harlandale) work ten hours per week in bilingual classrooms and are paid with Title VII funds for this work. Each teacher has an aide to help with routine clerical duties, playground and lunchroom supervision, and giving individual pupils and small groups help under close supervision of the teacher.

G. Testing Team

This is composed of the twenty bilingual student intern aides. These students are trained and supervised by the evaluator and during pre- and post-test periods in the fall and spring earn additional money by administering and/or scoring standardized tests given to pupils in the project.

H. Secretary

The program employed a full-time secretary to work in the project director's office. Shw took dictation, did typing, duplicating, and other clerical work. She kept records and files on project activities and helped in making necessary reports. She served both the project director and internal evaluator and typed reports of the educational accomplishment auditor. She also typed the five individualized programmed learning kits prepared by project consultants.

I. Clerk-typists

Each of the project coordinators had the services of a full-time clerk-typist to help in the preparation of reports and in the preparation and dissemination of materials.

J. Student Teachers

Several student teachers from Southwest Texas State University did their intern experiences in bilingual project classrooms during the school year for periods of 9 weeks (full-time) or 18 weeks (half-time). They prepared materials, developed units and daily lesson plans, and instructed the pupils, bilingually, in individual and group situations. The twenty bilingual

* First grade is funded by the local district this year.

student intern aides who are mostly of junior standing, have taken full course loads in the University this year in addition to their ten hours of work per week in bilingual classrooms. All are elementary education majors, specializing in preparation for bilingual education.

K. Interns

Several interns from Our Lady of the Lake College's Project Teacher Excellence observed and worked in some of the bilingual classrooms.

L. Community Liaisons

Two (one in each district) bilingual community liaisons worked full-time contacting and aiding parents, arranging and conducting "Parents' Circle" meetings, and involving the community with the program.

M. Volunteers

Quite a few mothers aided the teachers with special activities such as holiday parties, off-campus field trips, costumes for Christmas programs and the like. Several students from SWT regularly worked as volunteer tutors at the Southside Community Center in San Marcos. Some pupils with special educational problems went to the center after school hours for individual help from the college students. The Community Advisory Committees offered helpful comments and suggestions for the Bilingual Education Program during the course of their meetings.

N. Consultants

Several consultants were used during the academic year to aid in the preparation of the five individualized programmed learning kits. A consultant also aided the evaluator in statistical analyses of data.

Procedures

This report covers the year 1971-1972, the third year this project has been in operation under Title VII.

This year in the five-day pre-service training sessions teachers received orientation in several areas: teaching English as a second language, the teaching procedures specified in this year's proposal and their importance, and the project evaluation design for this year. A significant gain in knowledge was revealed by the difference between pre- and post-test scores for these sessions.

Instructional activities in kindergarten and first grade began with aural-oral language development procedures based on a concrete language-experience approach as a means of developing concepts and meanings. As aural-oral fluency developed, audio-visual preparation leading to reading readiness was stressed. Experiences of the children were used as a basis for discussion and were later incorporated into experience charts for reading and writing activities.

Basic materials for instruction in Spanish were the cuadernos (three for each grade level 1-4) and the Elena y Dani reader, the Serie nueva de libros de texto, or El nuevo sembrador series -- depending on grade level -- and the workbooks Lectura y escritura. Basic materials for instruction in English were the Miami Linguistic Series or the state-adopted basal series -- depending on whether the children were Spanish-speakers or monolingual English-speakers -- in the first two grades; state-adopted texts were used for grades 3-5. These state-adopted texts were the American Book Co. or Houghton-Mifflin Series. Curriculum guides served as bases for adaptation and usage of the texts.

Social studies instruction is done in both languages and is based on the unit plan. Teachers on all grade levels are furnished with basic units, which they further develop with their classes. Units designed to help the child learn more about the Mexican and Mexican-American heritage (e.g. "Famous Mexican-Americans" are included.)

Instruction in math is done in both Spanish and English by a majority of the teachers, although somewhat more English than Spanish is used. Instruction in other subject areas, such as science, is carried out bilingually by some teachers, but Spanish is used only for clarification by others. The curriculum guides contain suggested procedures for adaptation of text material, as well as the necessary Spanish vocabulary, for teaching math, science, health and safety in both languages.

The procedures followed in achieving project goals in other components are discussed in the evaluation section of this report.

Budget

The total per pupil cost for the period 1 July, 1971, to June 30, 1972, was $ 123. . Total expenditures during the period were $199,633. . These included salaries (for administrative staff, clerical staff, eighteen teacher aides, two community liaisons, twenty quarter-time student-intern aides, and temporary testing-team salaries), consultant fees, teaching materials and equipment, testing materials and all other office costs. No teacher salaries were paid from Title VII funds -- all sixty-seven teachers were paid from local, state, and other federal funds, as were the ten teacher aides for first grade teachers.

Analysis of Data

The primary goal of this project is to reduce the learning deficit and educational lag of Mexican-American pupils by providing bilingual education in Spanish and English, using the mother tongue as the medium of instruction while the use of English as a second language is developed. Secondary goals are to foster pride in the Mexican-American heritage and literacy in two languages. Goals for Anglo-American children in the project are to teach them Spanish as a second language and, by introducing them to another culture and another language, to broaden their understanding and appreciation of multi-cultural contributions to our society.

The project involves five inter-locking and supporting components:

1. Curriculum Development and Materials Acquisition and Adaptation. The development or revision of curriculum guides for grades K-5, development of additional social studies units and revision of existing ones, and assembling of various types of teaching materials and equipment suitable for bilingual instruction in grades K-5.

2. Instruction. For Spanish-surnamed children this involves teaching English as a second language, Spanish language arts, math and social studies in both languages and use of Spanish for clarification purposes (and sometimes instructional purposes) in other areas. For the monolingual English-speaker this involves teaching Spanish as a second language, English language arts, and math and social studies in both languages.

3. Staff Development. A three-pronged undertaking: (1) a systematic program aided at teacher and aide improvement through preservice workshops, inservice training, use of programmed-learning kits, and utilization of video-tapes, verbal interaction analyses and other feedback devices; (2) supervision of bilingual student teachers during their internships in bilingual classrooms; (3) a work-study program providing coursework and training in bilingual project classrooms for needy students of junior standing who wish to prepare themselves to be bilingual teachers.

4. Community Involvement. Increase of parent-school involvement and understanding on the part of Mexican-American parents and improvement of relations between the entire community and the Bilingual Education Program in the schools.

5. Project Coordination. Efficient, economical, cooperative administration between schools, school districts and the university involved.

The specific objectives for each of the components, participants, measurement devices, data obtained, and analyses of these data are presented on the following pages.

Curriculum Development and Materials Acquisition and Adaptation

A curriculum specialist was added to the program this year and has been an invaluable addition. Both kindergarten and fifth grade curriculum guides were written by her last summer. During this year 24 new social studies units for all grade levels have been developed by her. (See Table IV, New Social Studies Units) Among these were Christmas packets containing songs, stories, etc., in Spanish for each grade level. Curriculum guides for grades 1-4 and eleven social studies units were revised and improved. The evaluator collected lists of phonemic minimal pairs and morphophonemic and syntactic structures to be used as examples for project teachers. Then the curriculum specialist developed sets of laminated pictures of these for utilization in teaching and testing, and in developing concepts in English as a second language and Spanish as a second language. These were distributed to the teachers.

Questionnaires evaluating the curriculum guides and recommending changes were filled out by bilingual teachers twice. Monthly, they answered questionnaires dealing with specific corrections and improvements needed for each social studies unit taught during the month. The curriculum specialist filed each of these almost 500 suggestions with the unit to which it applied and will make revisions on the basis of these suggestions this summer. At the auditor's suggestion, during the last three montly conferences with teachers, individual and small group discussions relating to the curriculum guides and social studies units have been initiated by the curriculum specialist. These have been productive in eliciting information from some teachers who, for one reason or another, were reluctant to use the written form. Both the conference and the questionnaire method of gathering this information will be used again next year.

In addition, the curriculum specialist conferred monthly with all project teachers about materials and equipment, instructed teachers in the proper use of these, and assisted teachers (particularly those new to the project) with their teaching problems. She relayed any suggestions or requests for new materials to the director. She was particularly helpful in assisting the evaluator in the devleopment of materials for testing behavioral objectives and forms for reporting the results. She also assisted the evaluator in explaining and demonstrating for teachers the proper method of administration of these tests.

TABLE IV

NEW SOCIAL STUDIES UNITS DEVELOPED (BY GRADE LEVEL)

1971-1972

K	1	2	3	4	5
La Familia	Saludos	Christmas	Christmas	The World Beyond	The World Beyond
Libro del ABC	Christmas	Space	Easter	Christmas	Christmas
Christmas	Easter	Easter		Mi Herencia de Tejas	Mi Herencia Mexicana-Americana (part b)
To The Train	Animalitos y Plantas			Easter	Easter
Mi Herencia					Famous Men and Women of America
Easter					

INSTRUCTION

Of the approximately 1900 children enrolled in grades K-5 in the program, ninety-five percent had Spanish surnames. This was due to the original emphasis on Spanish-surnamed, English-language-deficient, low-income target population. However, in San Marcos a certain number of native-English-speaking pupils had been incorporated into the bilingual classrooms in three grades upon parental request. These numbers ranged from 15% to 42% of the ten classrooms involved. Of the ~~Spanish~~ surnamed children, 60% speak Spanish as the dominant home language. This percentage was ascertained by questionnaires returned by parents of children in kindergarten and first grade this year and in grades 2-5 last year. The data from this year's questionnaires are recorded in Table V. The forty-nine teachers in the program in Harlandale taught 1358 pupils in six of the fourteen elementary schools in the district. The eighteen teachers in the project in San Marcos taught 539 pupils in the four elementary schools of the district.

A major change in the program this year was the addition of kindergarten and fifth grade to the project. Whereas the program in its first year encompassed forty-four teachers and three grade levels, the program in its third year had expanded to sixty-seven teachers and six grade levels. There were 1220 pupils involved in the program in its first year; the third year, there were 1897 pupils involved. In the first two years, Title VII had contributed funding for all grade levels involved; this year the local school districts assumed complete responsibility for financing the first grade level, which constituted 24% of the total project. This appears a strong manifestation of support on the part of the local school districts for the bilingual education concept and a promise of hope for its future after federal funding ceases.

One problem which has arisen in the instructional component is the shifting of pupils into and out of the bilingual program. Of the 1240 pupils who were in the project the initial year, only 45% remain. Of the 1501 pupils who were in the project last year, 68% remain. Parental request leading to pupil dropout in the program is infinitesimal. Generally, the following reasons for pupil dropuout have been found: (1) pupils' moving out of the district, (2) pupils' moving to other schools not having bilingual classes, (3) pupils' moving to higher grade levels which do not have and cannot secure bilingual teachers, and (4) principals' assignments of pupils to other than bilingual classes in order to equalize teacher-pupil loads.

Various steps are being taken to solve the problem of pupil dropout: (1) a concerted effort at recruitment of bilingual teachers is being made in both school districts in order to secure teachers not only for classrooms in the project but also for other classrooms, grade levels, and schools which are not currently in the project; (2) conferences with principals have been initiated to discuss the vital importance of continuing the same pupils in the project for several successive years; (3) during preservice workshops in the fall this same subject will be stressed again in conferences with principals by the director, evaluator, auditor and/or superintendents; (4) parents are being informed of the importance of keeping their children in the project for several successive years.

TABLE V

LANGUAGE DOMINANCE QUESTIONNAIRE*

TEACHER	SCHOOL	GRADE	SPANISH DOMINANT	ENGLISH DOMINANT	BALANCED BILINGUALISM
Flores	Collier	K	62%	8%	30%
Gage	Collier	K	7%	43%	50%
Almendarez	Bonham	K	45%	27%	28%
Wortham	Bonham	K	45%	27%	28%
Perales	Collier	1	58%	16%	26%
Allison	Col. Hts.	1	75%	0%	25%
Gutierrez	Col. Hts.	1	58%	32%	11%
Mitchell	Col. Hts.	1	50%	5%	46%
Treviño	Col. Hts.	1	78%	6%	17%
Williams	Col. Hts.	1	73%	7%	20%
Flores	Flanders	1	50%	13%	38%
Cardenas	Gerald	1	56%	33%	11%
Lujan	Gerald	1	53%	33%	13%
Lozano	Stonewall	1	50%	5%	45%
Reyna	Stonewall	1	67%	17%	17%
Jones	Wright	1	56%	33%	11%
Ruiz	Bowie	1	57%	14%	29%
Delgado	Crockett	1	54%	15%	31%
Altenhoff	Crockett	1	90%	10%	0%
Vance	Travis	1	50%	0%	50%
TOTAL HARLANDALE KINDERGARTEN			33%	25%	42%
TOTAL SAN MARCOS KINDERGARTEN			45%	27%	28%
TOTAL HARLANDALE GRADE 1			60%	16%	24%
TOTAL SAN MARCOS GRADE 1			62%	8%	30%
TOTAL HARLANDALE KINDERGARTEN & GRADE 1			58%	16%	26%
TOTAL SAN MARCOS KINDERGARTEN & GRADE 1			57%	14%	29%

*This questionnaire was filled out by Spanish-surnamed parents of bilingual project pupils in kindergarten and first grade only.

Because of classroom observations by the coordinators, director, evaluator, and auditor, the question of how much time the classes were conducted in Spanish and how much time they were conducted in English arose--in other words, of just how bilingual the program **really is**. In order to gain a better perspective of the **true** linguistic situation at each grade level, in the fall, the evaluator drew up a time allocation form whereby the coordinators on each monthly classroom observation could indicate the amount of time spent in Spanish and English in each subject matter area. This form also provided for an indication of the time spent on each aspect of the language when the Spanish or English languages were being taught. (A copy of the form is found in the appendix.) In addition the teachers themselves filled out (in their self-evaluation) a form indicating the ratio of time spent in each language in each subject area. By both of these methods, it was possible to obtain a more nearly accurate estimate of the percentage of time which project teachers actually taught in Spanish and in English in each subject area.

The data from the teachers are presented in Table VI on the following page. According to the teachers, social studies was taught approximately half of the time in each language as stipulated in the proposal; however, math was taught approximately two-thirds of the time in English when the proposal had stipulated an even ratio of time to each language. On the other hand, science/health was taught about a third of the time in Spanish, when the proposal had not specified that this was necessary. As expected, the teachers indicated that most of the Spanish language arts was taught in Spanish and that most of the English language arts were taught in English, with other languages being used for purposes of clarification only.

Data collected by coordinators did not completely agree with what the teachers thought they were doing. (See Table VII.) Math figures were roughly the same with the subject being taught approximately two-thirds of the time in English. However, when science/health teaching was observed by the coordinators, only about 20% of the time was spent in Spanish. Social studies figures for Harlandale were the same as the teachers had specified, indicating approximately equal time being spent in each language. However, in San Marcos two-thirds of the time English was used. Further analysis for San Marcos reveals that kindergarten and fourth grade English percentages are appreciably higher than those for the other grades in all three areas.

In view of the proposal guidelines which stipulate equal time being spent in each language in the areas of math and social studies, the evaluator finds the situation in these two grades particularly disturbing. The coordinator should take steps to insure that this situation is rectified next year.

Analysis of forms for the language areas (see Tables VIII and IX) indicates four salient points: (1) not enough time is being spent on oral language development (with the exception of kindergarten Spanish) in the lower grades; (2) particularly in the lower grades far too little importance and time is attached to concept building and vocabulary development in each language with consequently far too much time being spent on sounds in Spanish at all grade levels and in English at the kindergarten level; (3) in English on the lower grade levels too little time is devoted to reading comprehension, while spelling, grammar and form seem to be overemphasized; (4) in Spanish at all grade levels while little time is devoted to reading comprehension, an inordinate amount of time is spent on phonics (since Spanish is a phonetic language, this represents a pathetic misuse of time.) The first two points are particularly significant in view of fall results of Peabody tests (which

TABLE VI

CLASSROOM ALLOCATION OF TIME ACCORDING TO TEACHER

(Figures indicate percentage of time subject is taught in each language. The percentage for English is always listed in the first column; Spanish, in the second column.)

Grade/District	English		Spanish		Math		Social Studies		Science/ Health	
Kindergarten / Harlandale	90	10	2	98	50	50	50	50	50	50
Kindergarten / San Marcos	95	5	5	95	75	25	75	25	--	--
1 / Harlandale	84	16	8	92	52	48	40	60	71	29
1 / San Marcos	82	18	26	74	64	36	50	50	43	57
2 / Harlandale	79	21	17	83	65	35	36	64	66	34
2 / San Marcos	87	13	15	85	55	45	45	55	60	40
3 / Harlandale	90	10	8	92	65	35	64	36	95	5
3 / San Marcos	83	17	16	84	84	16	62	38	84	16
4 / Harlandale	79	21	15	85	69	31	61	39	77	23
4 / San Marcos	82	18	18	82	50	50	50	50	--	--
5 / Harlandale	86	14	11	89	63	37	55	45	70	30

TABLE VII

CLASSROOM ALLOCATION OF TIME OBSERVED BY COORDINATORS

GRADE/DISTRICT	SOCIAL STUDIES		MATH		SCIENCE/HEALTH	
	ENGLISH	SPANISH	ENGLISH	SPANISH	ENGLISH	SPANISH
K / Harlandale	57%	43%	50%	50%	---	---
K / San Marcos	85%	15%	80%	20%	100%	0%
1 / Harlandale	51%	49%	67%	33%	91%	9%
1 / San Marcos	62%	38%	58%	42%	56%	44%
2 / Harlandale	40%	60%	62%	38%	65%	35%
2 / San Marcos	58%	42%	42%	58%	59%	41%
3 / Harlandale	48%	52%	50%	50%	86%	14%
3 / San Marcos	58%	42%	80%	20%	68%	32%
4 / Harlandale	56%	44%	56%	44%	100%	0%
4 / San Marcos	75%	25%	81%	19%	100%	0%
5 / Harlandale	54%	46%	69%	31%	75%	25%

--- not observed

TABLE VIII

ALLOCATION OF TIME IN LANGUAGE TEACHING -- ENGLISH
(OBSERVED BY COORDINATORS)

(Figures indicate percentage of time spent in each area.)

GRADE	ORAL LANGUAGE DEVELOPMENT				WRITTEN LANGUAGE DEVELOPMENT						
	Sounds	Word Structure	Syntax	Concepts/ Vocabulary	Phonics	Reading	Hand-Writing	Spelling	Grammar	Mechanics of Form	Creative Writing
K	29	8	3	22	2	6	0	6	6	10	8
1	10	2	4	19	12	18	8	9	6	4	8
2	8	3	2	25	7	14	5	10	8	6	12
3	8	3	4	21	16	12	5	16	3	4	8
4	7	2	3	10	8	11	5	21	11	11	11
5	5	0	0	13	23	5	0	30	17	7	0

	TOTAL ORAL LANGUAGE DEVELOPMENT	TOTAL WRITTEN LANGUAGE DEVELOPMENT
K	62	38
1	35	65
2	38	62
3	36	64
4	22	78
5	18	82

TABLE IX

ALLOCATION OF TIME IN LANGUAGE TEACHING -- SPANISH
(OBSERVED BY COORDINATORS)

(Figures indicate percentage of time spent in each area.)

GRADE	ORAL LANGUAGE DEVELOPMENT				WRITTEN LANGUAGE DEVELOPMENT						
	Sounds	Word Structure	Syntax	Concepts/ Vocabulary	Phonics	Reading	Hand-Writing	Spelling	Grammar	Mechanics of Form	Creative Writing
K	45	12	3	28	8	1	0	0	0	1	2
1	12	1	3	21	20	12	3	11	3	6	8
2	18	1	3	16	19	13	4	4	5	6	11
3	19	1	5	13	20	7	7	8	7	6	7
4	20	4	3	20	15	10	8	16	2	6	6
5	17	4	0	17	23	11	0	10	5	8	5

	TOTAL ORAL LANGUAGE DEVELOPMENT	TOTAL WRITTEN LANGUAGE DEVELOPMENT
K	88	12
1	37	63
2	38	62
3	38	62
4	47	53
5	38	62

are discussed on page 21 of this report) and in view of spring results of Peabody tests (discussed on page 24) with the outstanding exception of Harlandale Kindergarten. That the third and fourth points are statements of fact seem to be verified by the reading comprehension results on the Metropolitan and the Spanish Prueba.

The four points brought out above will be discussed thoroughly by the evaluator at preservice training of teachers in the fall. It is hoped that coordinators and the director will provide ways and means of remedying the situation through preservice and inservice training. The curriculum specialist, working with the coordinators, could work toward alleviation of the fourth point through revision and condensation of the cuadernos (used in Spanish language arts) and formulation of policies and measures which would limit their use and lessen the teachers' ive dependence upon them.

Testing of pupils in bilingual classrooms proceeded on schedule this year. Both standardized tests (some administered by the testing team and some by teachers) and locally-constructed tests have been conducted in accordance with the evaluation time schedule and in the manner stipulated in the evaluation design portion of the proposal.

In September Goodenough Draw-A-Man tests were administered by teachers with instructions being given in both Spanish and English to all kindergarten classes and first grades. These were scored by members of the testing team under the evaluator's supervision, and feedback (in terms of mental age) was given to the teachers immediately. The results are presented in Table X.

Because of the tremendous advantages of individual testing of pupils at the kindergarten and first grade levels, in September and again in April the Peabody Picture Vocabulary Test was administered to kindergarten and first grade pupils by the testing team, which was given careful orientation by the evaluator. A Spanish version (translated by a consultant who is a specialist in regional and standard Spanish) and an English version were administered to each bilingual pupil. Later these tests were scored by the testing team (which is composed of the bilingual student interns) under the supervision of the evaluator. Immediate feedback (in terms of mental age) was given to the teachers.

In order to compare language ability of Spanish-dominant, English dominant and balanced-bilingual pupils, fall means for the Peabody scores for each language group were derived by grade level by district. Since the San Marcos kindergarten and first grades (as well as two third grade classrooms) were composed of monolingual English-speakers as well as Spanish-surnamed children, the means were derived separately for these two groups.

As may seen in Table XI, the monolinguals revealed a higher mental age in English than any group of bilinguals had in either language. However, those bilinguals who were dominant in English or in Spanish had similar scores and scores which were superior to those of the balanced bilinguals in both languages. The mental age of the monolingual English-speakers was six months advanced over the norm; the mental age of the Spanish-surnamed pupils who were dominant in either English or Spanish was from one year to one and one-half years behind the norm; and that of the balanced bilinguals was more than two years behind the national norm in both languages. Thus all the bilinguals revealed a high vocabulary and concept deficit upon beginning school.

TABLE X

I.Q. DATA FOR KINDERGARTEN AND FIRST GRADE - SEPTEMBER
GOODENOUGH MEANS PER CLASSROOM*

TEACHER/GRADE	MEAN	TEACHER	MEAN
Almendarez/K	5-3	Williams/1	7-0
Wortham/K	5-3	Altenhoff/1	6-7
Flores,G/K	5-7	Delgado/1	5-8
Gage/K	4-10	Flores,S/1	8-2
Ruiz/1	7-2	Cardenas/1	6-1
Perales/1	7-1	Lujan/1	7-1
Allison/1	7-5	Lozano/1	7-6
Gutierrez/1	6-9	Reyna/1	7-0
Mitchell/1	7-1	Vance/1	7-6
Treviño/1	7-5	Jones/1	7-10

*Figures shown in years and months.

TABLE XI

Fall GRADE LEVEL MEANS FOR PEABODY PICTURE VOCABULARY TESTS*

(These figures show mental age in months.)

Grade/District	English Dominant	Spanish Dominant	Balanced Bilingual English	Balanced Bilingual Spanish
Kindergarten/Harlandale	55	50	40	41
Kindergarten/San Marcos	52	49	38	39
1/Harlandale	62	59	49	49
1/San Marcos	62	58	50	51

MONOLINGUAL ENGLISH-SPEAKERS

The above figures apply to Spanish-surnamed children only. Since kindergarten and first grades in San Marcos have from 15% to 42% monolingual English-speakers, the mean mental age for these children is given below.

Kindergarten/San Marcos	71
1/San Marcos	84

*Bilingual pupils who have less than six months difference in mental age between English and Spanish scores are considered balanced bilinguals, and both language scores are used. Pupils whose scores in English and Spanish differ as much as 6 months, are considered dominant in one language, and only the score for the dominant language is used.

The results of these tests and consequently the overwhelming need for concept development and vocabulary supplementation in both languages were brought to the attention of teachers in conferences during the school year. In fall preservice training the coming year these findings will be emphasized, and ways and means of overcoming these high concept and vocabulary deficits will be discussed.

The prediction that 50% of the pupils would achieve normal growth (seven months) from fall to spring on the Peabody Picture Vocabulary Test was surpassed greatly in the Harlandale kindergarten classrooms: approximately three-fourths of the pupils attained the objective on both the Spanish and the English versions. (See Table XII.) At first glance the objective would seem to have been reached by the San Marcos kindergarten also, with the figures of 55% of the pupils attaining normal growth in both languages. However, the figures for the Spanish version are misleading. The Anglo monolinguals who had a zero on the fall Spanish version showed a mean of better than twenty-seven months on the spring version, and these figures distorted the results. When bilinguals alone are considered, only 30% accomplished the objective in Spanish. Almost half of the first grade classrooms accomplished the objective of normal growth in English on the Peabody, but fewer, 38% of the classrooms, accomplished the objective in Spanish.

Classroom means of mental age for the Peabody are even more revealing as to the true extent of accomplishment (See Table XIII.) Harlandale kindergartens again show much better than normal gain; San Marcos kindergartens show a four-month mean gain in English and an eight-month gain in Spanish for bilinguals and a six-month gain in English and an eighteen-month gain in Spanish for previously monolingual English-speakers. Five of twelve Harlandale first grades show a normal mean gain in English, and seven show this gain in Spanish. One of four San Marcos first grades shows a normal mean gain in English and in Spanish for both bilinguals and previously monolingual English-speakers. It must be reiterated here that teachers obviously are not concentrating on concept development to the large extent that it is needed. Pre-service and in-service training will attempt to remedy this situation.

To indicate range of scores on the Peabody test, interquartiles and medians for each languge were calculated by grade level and district for both fall pre-tests and spring post-tests. These are shown in Tables XIV and XV. As can be seen, monolingual Eglish-speakers in the program in San Marcos caused the median scores in English to be a great deal higher than those in Spanish, whereas in Harlandale the median scores in both languages are quite close. However, medians for Harlandale first grade show a normal seven-month increase from fall to spring in Spanish and a less-than normal five-month increase in English, whereas medians for San Marcos show only a less-than-normal three-month increase in Spanish and in English. The medians for Harlandale kindergarten show a heartening thirteen-month increase in English and fourteen-month increase in Spanish, whereas San Marcos kindergarten medians, although reflecting a\ eleven-month gain in Spanish, show an incredible two-month loss in English. misleading

by teachers
This spring the Metropolitan Reading Readiness Test was administered/in Harlandale and San Marcos kindergarten classrooms. Instructions were given in both English and Spanish. The objectives were for half the monolingual English-

TABLE XII

PEABODY PICTURE VOCABULARY TESTS
PERCENTAGE OF PUPILS ACCOMPLISHING NORMAL GROWTH

TEACHER/GRADE	PERCENTAGE OF PUPILS ATTAINING NORMAL GROWTH		TEACHER/GRADE	PERCENTAGE OF PUPILS ATTAINING NORMAL GROWTH	
	English	Spanish		English	Spanish
Almendarez / K	55	55*	Jones / 1	36	55
Flores, G. / K	73	69	Lozano / 1	81	50
DeSoto(Gage)/K	79	80	Lujan / 1	33	33
Wortham / K	55	55*	Mitchell / 1	33	67
Allison / 1	44	59	Perales / 1	53	42
Altenhoff / 1	35	18	Reyna / 1	81	71
Cardenas / 1	8	17	Flores, V. / 1	53	37
Delgado / 1	65	35	Treviño / 1	60	50
Flores, S. / 1	53	37	Vance / 1	44	47
Gutierrez / 1	62	41	Williams / 1	29	38

NUMBER AND PERCENT OF CLASSROOMS ACCOMPLISHING NORMAL GROWTH

	English	Spanish
Kindergarten	4(100%)	4(100%)
First Grade	8(50%)	6(38%)

*These figures are misleading. See discussion of test results.

TABLE XIII
CLASSROOM MEANS FOR PEABODY PICTURE VOCABULARY TESTS
(These figures show mental age in months)

Teacher	Grade	School	English Version Sept.	English Version May	Spanish Version Sept.	Spanish Version May
Flores	K	Collier	44	52	42	56
Gage	K	Collier	42	58	39	52
Almendarez *	K	Bonham	44	48	37	45
Wortham *	K	Bonham	44	48	37	45
Perales	1	Collier	48	56	58	65
Allison	1	Col.Hts.	51	51	45	56
Gutierrez	1	Col.Hts.	51	60	43	49
Mitchell	1	Col.Hts.	47	50	43	53
Treviño	1	Col.Hts.	44	54	49	56
Williams	1	Col.Hts.	57	56	54	61
Flores	1	Flanders	50	56	58	59
Cardenas	1	Gerald	56	56	55	49
Lujan	1	Gerald	53	56	51	52
Lozano	1	Stonewall	49	62	58	64
Reyna	1	Stonewall	43	60	53	61
Jones	1	Wright	58	61	40	51
Ruiz *	1	Bowie	55	58	51	58
Altenhoff *	1	Crockett	51	54	51	48
Delgado *	1	Crockett	48	55	54	43
Vance *	1	Travis	55	57	55	60

*The above figures apply to Spanish-surnamed children only. Since kindergarten and first grades in San Marcos have from 15% to 42% monolingual English-speakers, the mean mental age for these children is given below.

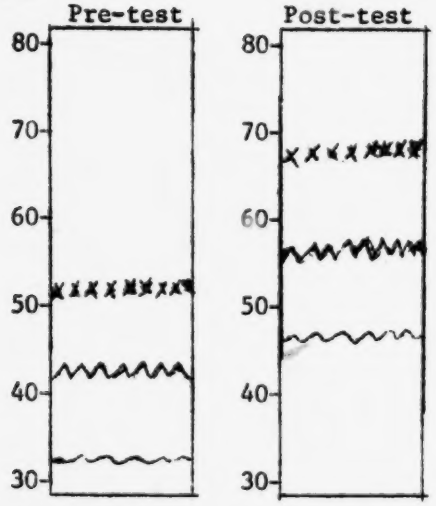
Almendarez	K	Bonham	71	77	6	24
Worthan	K	Bonham	71	77	6	24
Ruiz	1	Bowie	95	98	16	21
Altenhoff	1	Crockett	79	122	44	19
Delgado	1	Crockett	79	79	42	23
Vance	1	Travis	85	87	22	41

TABLE XIV
PEABODY PICTURE VOCABULARY TEST RESULTS*

HARLANDALE

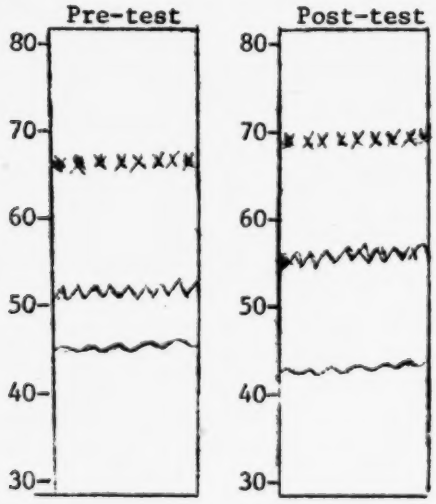
ENGLISH VERSION

KINDER-GARTEN



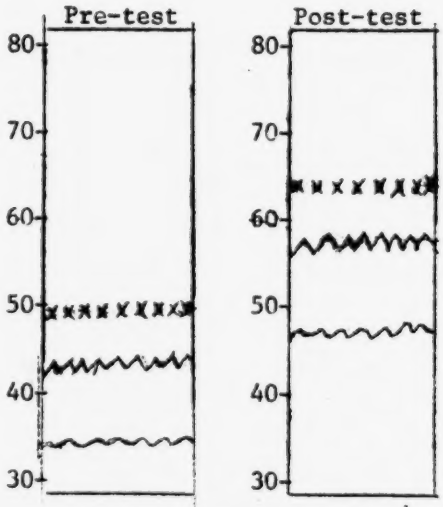
	Pre-test	Post-test
1st Quartile:	32.6	46.5
Median :	42.8	55.5
3rd Quartile:	51.0	68.1

FIRST GRADE

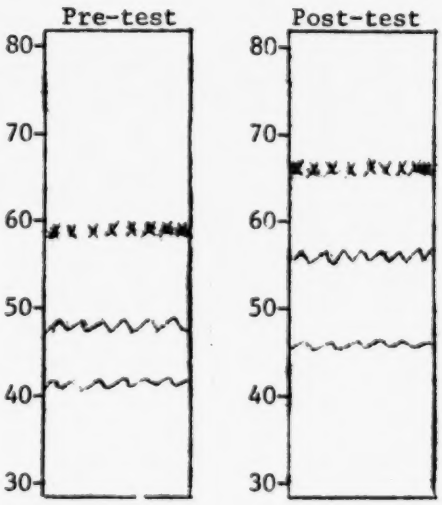


	Pre-test	Post-test
1st Quartile:	45.8	42.1
Median :	50.6	55.6
3rd Quartile:	66.8	69.9

SPANISH VERSION



	Pre-test	Post-test
1st Quartile:	34.2	47.8
Median :	42.1	56.9
3rd Quartile:	49.4	64.5



	Pre-test	Post-test
1st Quartile:	41.5	46.6
Median	48.7	55.8
3rd Quartile:	59.0	65.7

*Figures indicate mental age in months.

*1st Quartile = ~~~~ Median = ^^^^ 3rd Quartile = XXXXX

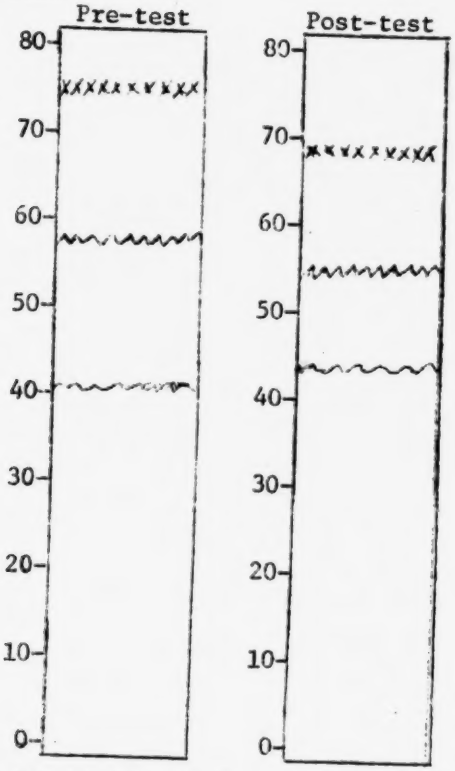
TABLE XV
PEABODY PICTURE VOCABULARY TEST RESULTS*

SAN MARCOS

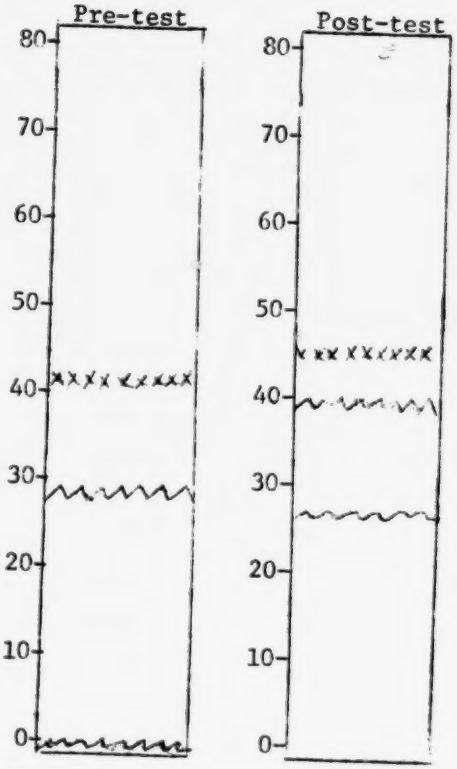
ENGLISH VERSION

SPANISH VERSION

KINDER-GARTEN

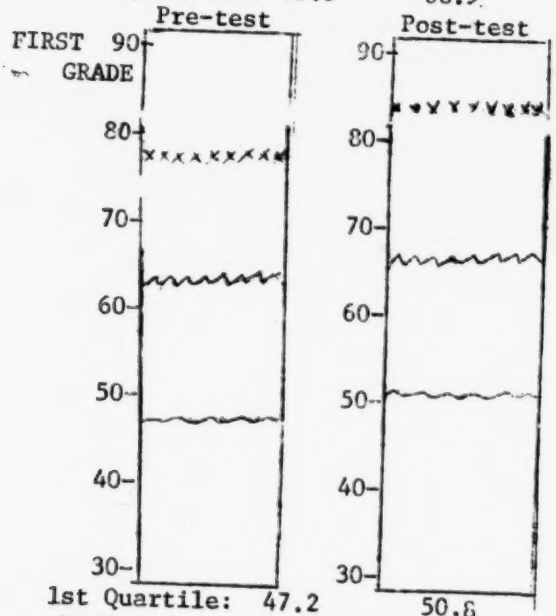


	Pre-test	Post-test
1st Quartile:	40.8	43.2
Median :	57.0	54.9
3rd Quartile:	75.5	68.9

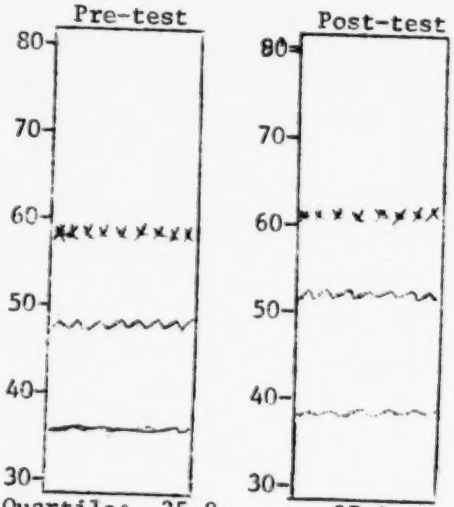


	Pre-test	Post-test
1st Quartile:	0	26.7
Median :	28.3	39.9
3rd Quartile:	40.9	45.0

FIRST GRADE



	Pre-test	Post-test
1st Quartile:	47.2	50.8
Median :	62.0	65.5
3rd Quartile:	77.3	83.0



	Pre-test	Post-test
1st Quartile:	35.8	37.0
Median :	47.9	50.9
3rd Quartile:	59.4	60.9

speakers to reach the 60th percentile and half the bilinguals to reach the 50th percentile. 51% of the students in Harlandale fulfilled the ESL (English as a Second Language) objective. However, only 10% of the San Marcos bilinguals and only 35% of the monolinguals succeeded in reaching the objective. (See Table XVI) Medians and interquartiles calculated to show range of scores (see Table XXVI) indicate Harlandale's median of 56.17 for bilinguals is good, but San Marcos' median of 29.29 for monolinguals and bilinguals combined is appallingly low. In view of both Peabody and Metropolitan results, teachers in San Marcos kindergarten classrooms need to reexamine teaching procedures to determine causes for these failures.

The Metropolitan Achievement Test, Primary I Battery, was adminstered by teachers in first grade classrooms this spring. The objectives were that 50% of the bilinguals should reach the 1.7 grade equivalent level in all four subjects covered by the test and that 50% of the monolingual English-speakers should reach the 1.9 grade equivalent level, which is the national norm for the end of the first grade. (Results are given in Tables XVII and XVIII.)

The percent of classrooms in which bilingual pupils attained objectives was 94% in math, 69% in word discrimination, 56% in word knowledge and only 31% in reading comprehension. Objectives in all areas were attained by San Marcos monolinguals in all four project classrooms.

In addition, interquartiles and medians based on percentile scores were calculated to show range of scores (See Tables XXVII and XXVIII.) Medians for Harlandale ranged around the 25th percentile in word knowledge, word discrimination and reading and the 37th percentile in math. San Marcos medians were somewhat higher with approximately the 33rd percentile for word knowledge and reading, close to the 50th percentile in word discrimination and above the 50th in math. Grade-equivalent medians would approximate 1.7 in all areas for Harlandale and in word knowledge and reading for San Marcos but would be slightly above the national norm in word discrimination and math for San Marcos. However, it must be remembered that San Marcos monolingual English-speakers' scores influenced the interquartiles for that district.

Although project objectives (1.7 grade-equivalent level) were generally met in every area except reading comprehension, it must be stressed that reading as the foundation for all future schooling is the vitally important area. Therefore it is recommended that (1) more of the classroom time allotted to written language arts on the first grade level be spent on reading comprehension with a subsequent reduction of time spent in other areas and (2) first grade teachers be apprised of this necessity and the reasons therefor in preservice training.

Teachers administered Form A of the appropriate battery of the Metropolitan Achievement Test in the fall and Form B in the spring in grades 2-5. All Metropolitan tests (as well as Pruebas and self-concepts) on every grade level were scored by the testing team under the evaluator's supervision with prompt feedback being given to teachers. Both grade equivalent and percentile scores were derived for grades 2-4. Percentile scores only were derived for grade 5. These scores (and scores for the Peabody, Prueba and self-concept scale) were entered on cards and processed electronically. The objective for each grade level was a normal (seven-month) increase from pre- to post- test in all areas. (See tables XIX -- XXV.)

TABLE XVI

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN

PERCENTAGE OF PUPILS ATTAINING OBJECTIVE

		Harlandale	San Marcos Bilinguals		
		50th %ile (or above)		50th %ile (or above)	
De Soto (Gage) and Flores		51%	Almendarez and Wortham	S E	10%

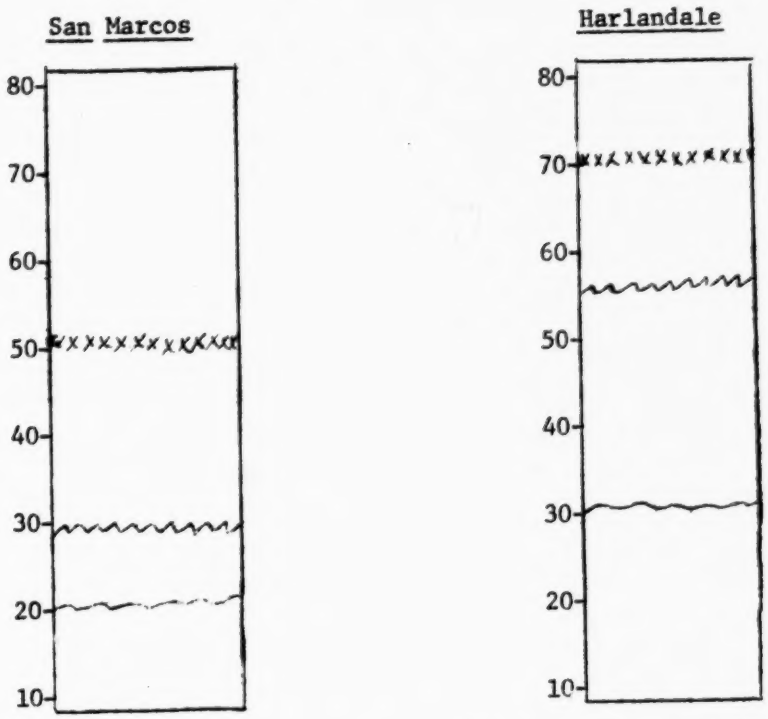
		San Marcos Monolinguals	
		60th %ile (or above)	
Almendarez and Wortham	S E	35%	

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XXVI

METROPOLITAN ACHIEVEMENT TEST RESULTS - KINDERGARTEN

READING READINESS



San Marcos		Harlandale	
1st Quartile:	20.75	1st Quartile:	30.75
Median :	29.29	Median :	56.17
3rd Quartile:	51.69	3rd Quartile:	70.33

1st Quartile = ~~~~~ Median = ~~~~~ 3rd Quartile = xxxxxx

TABLE XVII

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES

HARLANDALE

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Allison	E	10	10	5	27
Cardenas		71	62	33	67
Flores, S.		48	65	23	74
Gutierrez		56	60	28	80
Jones		41	55	86	62
Lozano		78	70	87	73
Lujan		45	70	50	85
Mitchell		24	46	32	70
Perales	S	73	65	17	78
Reyna		52	48	43	65
Treviño	S	38	14	24	52
Williams	E	58	54	54	63
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVES		6(50%)	8(66%)	4(33%)	11(92%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XVIII

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES*

SAN MARCOS

TEACHER		WORD KNOWLEDGE		WORD DISCRIMINATION		READING		MATH	
Altenhoff	E	58	67	58	75	30	75	75	84
Delgado	S	39	50	83	50	56	50	67	75
Ruiz Flores,V.		64	100	80	100	40	75	77	100
Vance		33	78	40	78	7	56	57	78
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVES		2	4	3	4	1	4	4	4
		(50%)	(100%)	(75%)	(100%)	(25%)	(100%)	(100%)	(100%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

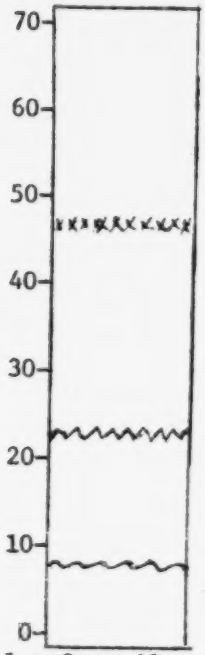
*First columns designate bilinguals who reached the 1.7 grade equivalent objective; second columns designate monolinguals who reached the 1.9 grade equivalent objective.

TABLE XX VII

METROPOLITAN ACHIEVEMENT TEST RESULTS - FIRST GRADE* · POST-TEST

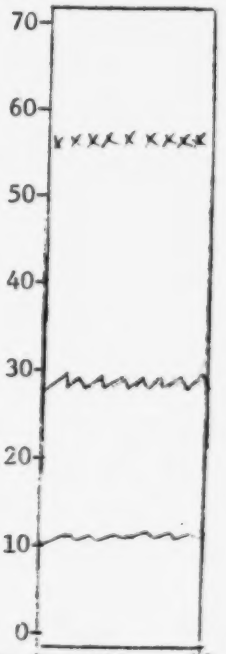
HARLANDALE

Word Knowledge



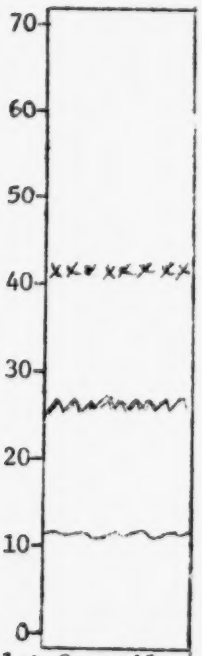
1st Quartile: 7.83
Median : 22.71
3rd Quartile: 46.85

Word Discrimination



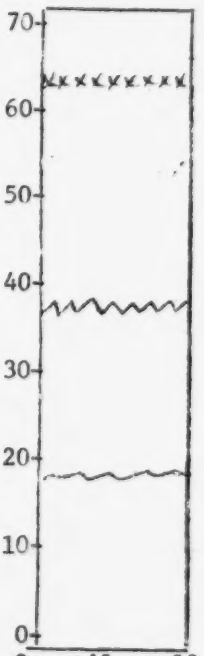
1st Quartile: 10.63
Median : 28.25
3rd Quartile: 55.44

Reading



1st Quartile: 11.93
Median : 25.89
3rd Quartile: 41.66

Arithmetic



1st Quartile: 18.38
Median : 37.44
3rd Quartile: 64.75

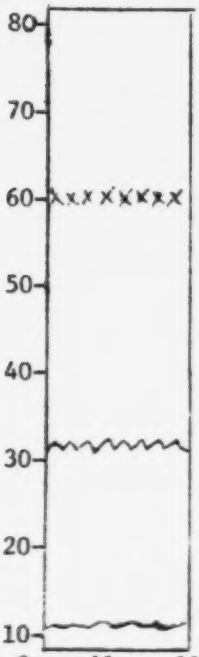
* 1st Quartile = ~~~ Median = ~~~ 3rd Quartile = xxxxxxx

TABLE XX--II

METROPOLITAN ACHIEVEMENT TEST RESULTS - FIRST GRADE*- POST-TEST

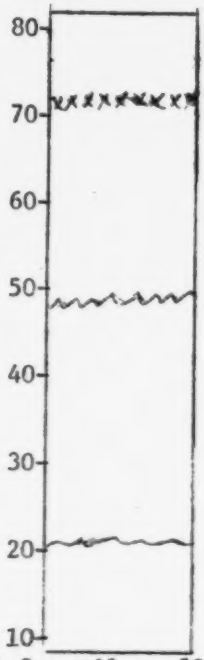
SAN MARCOS

Word Knowledge



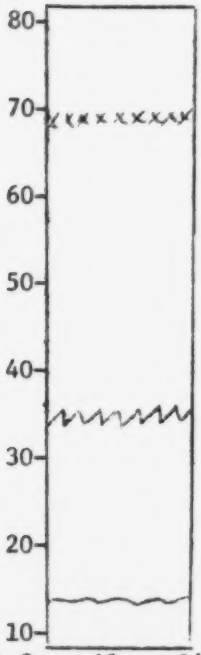
1st Quartile: 11.66
Median : 31.75
3rd Quartile: 60.13

Word Discrimination



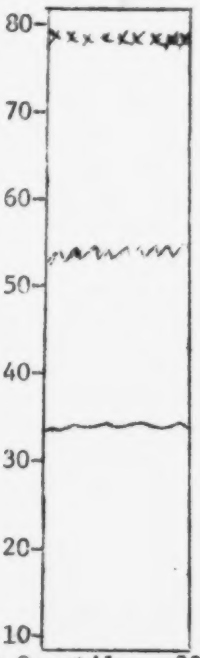
1st Quartile: 20.75
Median : 48.25
3rd Quartile: 72.0

Reading



1st Quartile: 14.71
Median : 34.50
3rd Quartile: 69.14

Arithmetic



1st Quartile: 33.25
Median : 53.88
3rd Quartile: 78.46

*1st Quartile: ~~~~ Median = ~~~~ 3rd Quartile = xxxxxx

TABLE XIX

METROPOLITAN ACHIEVEMENT TEST - SECOND GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES

HARLANDALE

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Ayala		40	80	75	55
Chavarria		37	60	15	75
Engel		20	60	5	30
Hernandez		33	86	48	75
Maldonado	S	9	68	36	95
Thompson	E	19	48	24	41
Music	E	27	43	17	65
Warren		20	70	28	50
Pachecano		9	30	22	57
Rendon		27	59	38	61
Lopez		21	57	18	73
Rives		13	63	19	56
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVES		0 (0%)	9 (75%)	1 (8%)	10 (83%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XX

METROPOLITAN ACHIEVEMENT TEST - SECOND GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES

SAN MARCOS

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Camacho		38	79	33	71
Curlee	E	27	50	22	56
Nicola	S	78	38	46	69
Muñoz		30	67	54	52
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVE		1 (25%)	3 (75%)	1 (25%)	4 (100%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XXI

METROPOLITAN ACHIEVEMENT TEST -- THIRD GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES

HARLANDALE

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	PROBLEM SOLVING	MATH
Pacheco		30	42	25	30	68	25
Perez		35	22	48	83	83	30
Pirhala	E	30	26	11	74	56	0
Reyes		63	54	54	88	67	52
Rhoades	E	31	44	30	56	41	35
Rodriguez	S	32	36	34	44	54	23
Fields	S	45	45	30	90	45	80
Taylor	E	38	50	25	71	65	33
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVE		1(13%)	2(25%)	1(13%)	6(75%)	6(75%)	2(25%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XXII

METROPOLITAN ACHIEVEMENT TEST -- THIRD GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES

SAN MARCOS

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	PROBLEM SOLVING	MATH
Farmer	E	48	52	41	74	85	35
Bazbaz	S	5	50	39	37	63	19
Ramsay	S	47	58	38	82	70	22
Soto		27	48	38	82	63	19
NUMBER AND PERCENTAGE OF CLASSLOOMS ATTAINING OBJECTIVES		0 (0%)	3 (75%)	0 (0%)	3(75%)	4 (100%)	0 (0%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XXIII

METROPOLITAN ACHIEVEMENT TEST - FOURTH GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES
HARLANDALE

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	PROBLEM SOLVING	MATH
Duarte		36	44	40	28	19	15
Gonzales	S	25	48	38	68	68	17
Hill	E	48	69	28	41	72	28
Lopez		38	46	13	67	21	8
Gloyd	E	0	27	33	73	30	30
Shaw	E	48	29	10	19	10	19
Peña	S	29	4	17	52	58	21
VanCleave	S	29	33	33	42	42	17
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVES		0(0%)	1(13%)	0(0%)	4(50%)	3(38%)	0(0%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XXIV

METROPOLITAN ACHIEVEMENT TEST - FOURTH GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE 5

SAN MARCOS

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	PROBLEM SOLVING	MATH
Gensberg E	52	37	37	41	60	32
Morales, F. S	42	36	48	48	73	27
Morales, J.	11	39	14	30	30	7
Rodriguez	26	29	19	45	53	24
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVES	1(25%)	0(0%)	0(0%)	0(0%)	3(75%)	0(0%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XXV

METROPOLITAN ACHIEVEMENT TESTS - FIFTH GRADE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVES

HARLANDALE

TEACHER		WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	PROBLEM SOLVING	MATH
Aguirre		33	21	33	17	21	21
Garza	S	38	17	38	8	33	8
Galan	S	0	14	7	7	19	0
Gonzales	S	28	32	35	38	38	20
Guajardo	E	30	46	38	48	84	36
Harris	E	11	11	7	26	8	16
Mora		30	40	15	20	40	90
NUMBER AND PERCENTAGE OF CLASSROOMS ATTAINING OBJECTIVE S		0(0%)	0(0%)	0(0%)	0(0%)	1(14%)	1(14%)

(S designates Spanish-language team teacher. E designates English-language team teacher.)

Although results for the two school districts are given in separate tables, results for both districts are so similar that the discussion which follows will treat the districts as a unit.

In second grade, only one of sixteen classrooms from both districts fulfilled the objective in word knowledge, and only two (12%) fulfilled the objective in reading. However, 75% reached the objective in word discrimination and 88% succeeded in arithmetic computation. Overall statistics for second grade confirm this. Of all second grade pupils, 29% succeeded in attaining the objective in word knowledge, 32% in reading, 60% in word discrimination and 61% in arithmetic.

In third grade only one of twelve classrooms achieved the objective in word knowledge and in reading and only two succeeded in problem solving/math concepts. However, 42% fulfilled the objective in word discrimination, 75% in language and 84% in math computation. Statistics for the entire third grade confirm these areas of success and of failure. Of the entire third grade only 37% of the pupils fulfilled the objective in word knowledge, 35% in reading and 30% in problem solving/math concepts. However 44% attained the objective in word discrimination, 59% in language and 64% in math computation.

In fourth grade only one of twelve classrooms attained the objective in word knowledge and word discrimination, and none attained it in reading and problem solving/math concepts. One-third, however, attained the objective in language, and one-half succeeded in math computation. Of the entire fourth grade, only 33% of the pupils succeeded in word knowledge, 28% in reading and 20% in problem solving/math concepts. However, 41% succeeded in word discrimination, 45% in language and 47% in math computation.

In fifth grade none of the seven classrooms attained the objective in word knowledge, in reading, or in language; only one of seven succeeded in math computation and in problem solving/math concepts. Of the entire fifth grade these percentages are 25% succeeding in word knowledge and in language, 26% in reading, 27% in problem solving/math concepts and 36% in math computation.

The areas of failure and success are the same for all grade levels with from only one-fourth to one-third of the pupils attaining the objective in word knowledge, reading and problem solving/math concepts--all three areas related either directly or indirectly to reading comprehension. The successes lie in the area of word discrimination, language and math computation with from one-half to two-thirds of the pupils attaining the objective (except for fifth grade where only one-third attained the objective.) As has been mentioned before in this report (pages 16ff) the areas on which teachers spend a great deal of language arts time (phonics, grammar, spelling and mechanics of form) are reflected in these Metropolitan results.

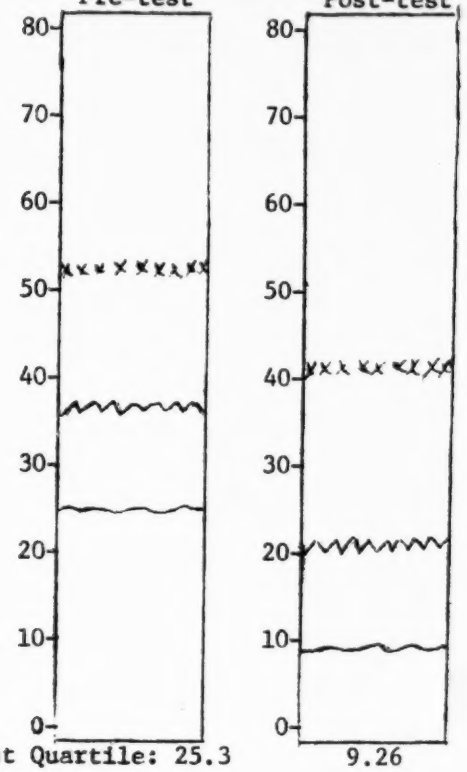
To indicate range of scores, interquartiles and medians for pre- and post- tests (based on percentile scores in grades 2 - 4 and on grade-equivalent scores in fifth grade) were calculated for Metropolitan. These are shown in tables XXIX - XXXV. As can be seen, medians are below national norms in all subject areas and at all grade levels (with the exception of second grade word

TABLE XXIX

METROPOLITAN ACHIEVEMENT TEST RESULTS - SECOND GRADE*

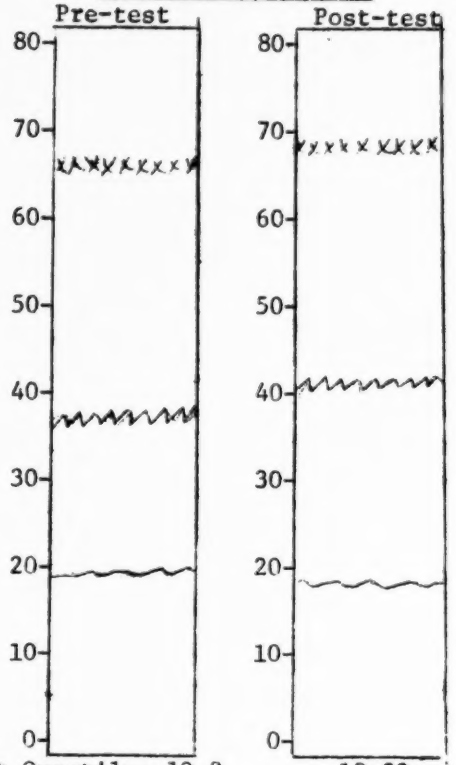
HARLANDALE

Word Knowledge



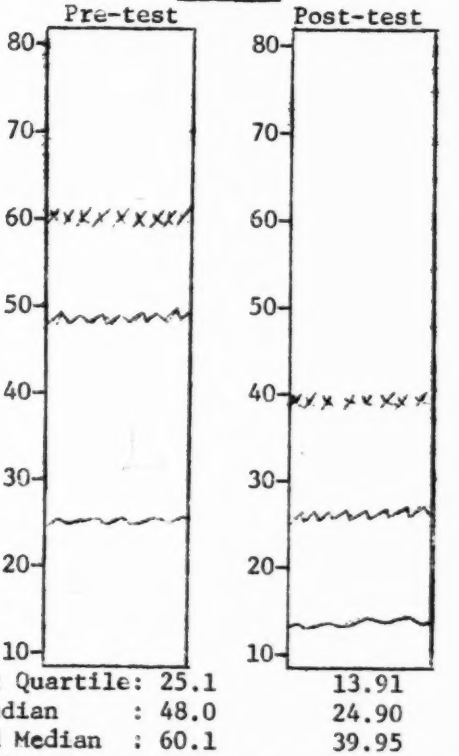
	Pre-test	Post-test
1st Quartile:	25.3	9.26
Median :	36.6	20.57
3rd Quartile:	52.0	41.00

Word Discrimination



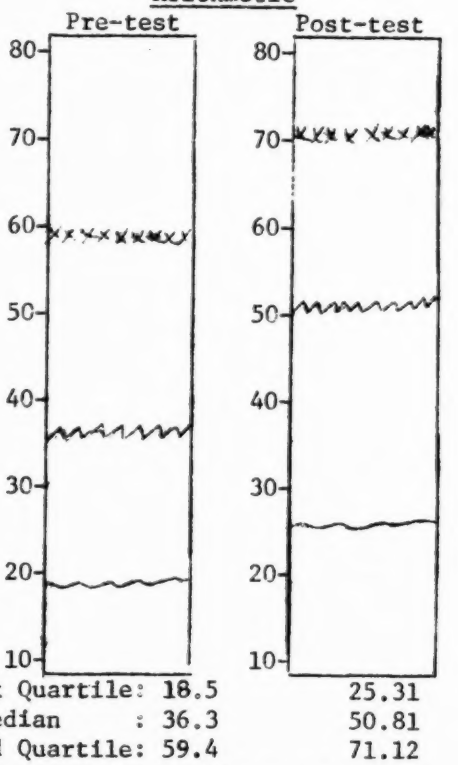
	Pre-test	Post-test
1st Quartile:	19.3	18.82
Median: :	37.7	40.13
3rd Quartile:	65.8	67.16

Reading



	Pre-test	Post-test
1st Quartile:	25.1	13.91
Median :	48.0	24.90
3rd Median :	60.1	39.95

Arithmetic



	Pre-test	Post-test
1st Quartile:	18.5	25.31
Median :	36.3	50.81
3rd Quartile:	59.4	71.12

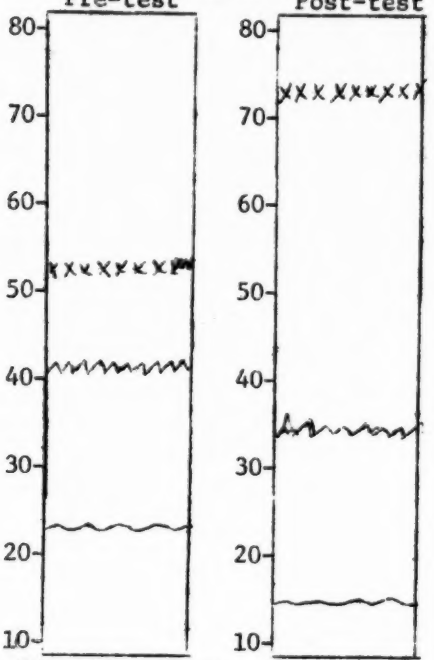
* 1st Quartile = ~~~~ Median = ~~~~ 3rd Quartile = xxxxxx

TABLE XXX

METROPOLITAN ACHIEVEMENT TEST RESULTS - SECOND GRADE*

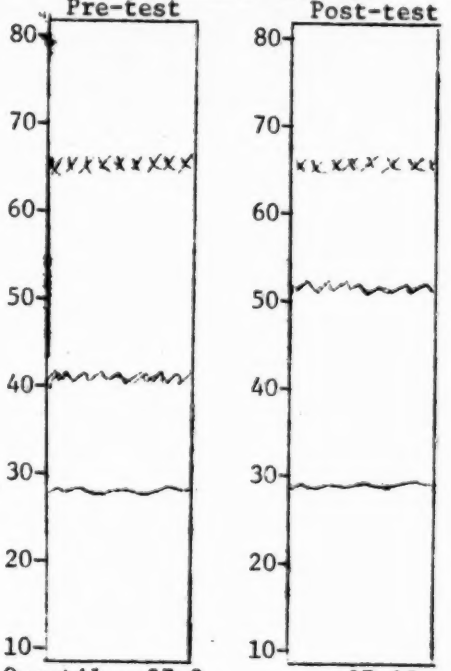
SAN MARCOS

Word Knowledge



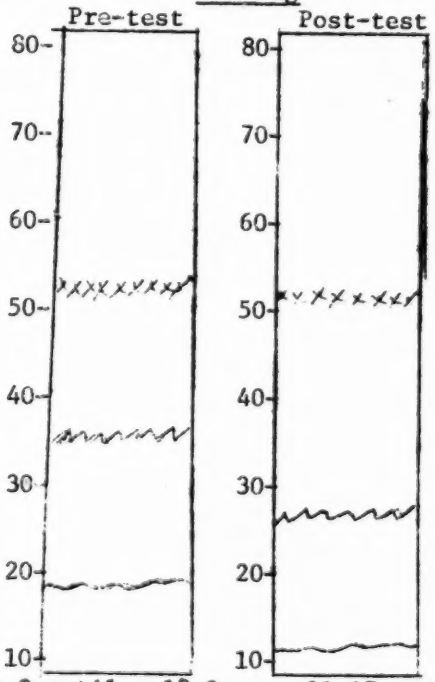
	Pre-test	Post-test
1st Quartile:	23.7	14.25
Median :	41.3	34.95
3rd Quartile:	53.3	73.25

Word Discrimination



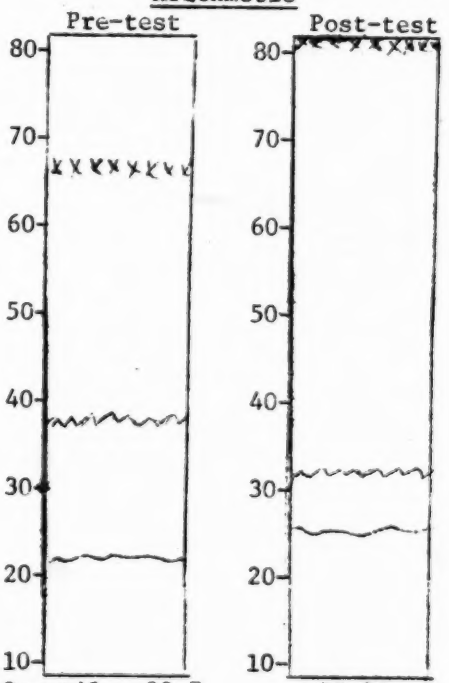
	Pre-test	Post-test
1st Quartile:	27.2	27.25
Median :	40.6	51.64
3rd Quartile:	66.5	65.46

Reading



	Pre-test	Post-test
1st Quartile:	18.0	11.17
Median :	34.5	26.50
3rd Quartile:	52.3	51.17

Arithmetic



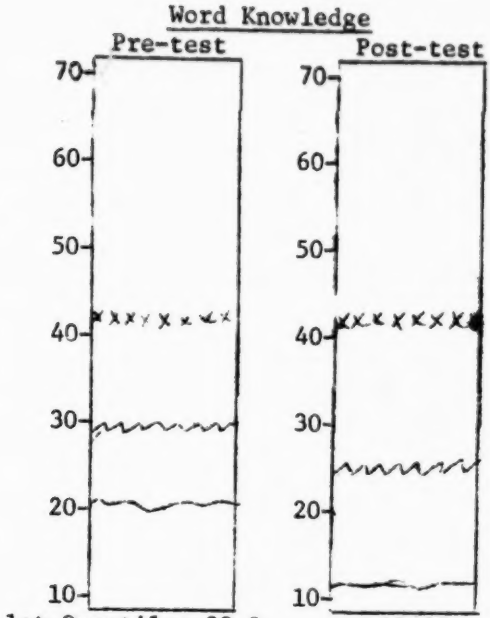
	Pre-test	Post-test
1st Quartile:	22.7	25.34
Median :	38.3	31.64
3rd Quartile:	67.6	81.38

*1st Quartile = ~~~~ Median = ^^^^ 3rd Quartile = XXXXX

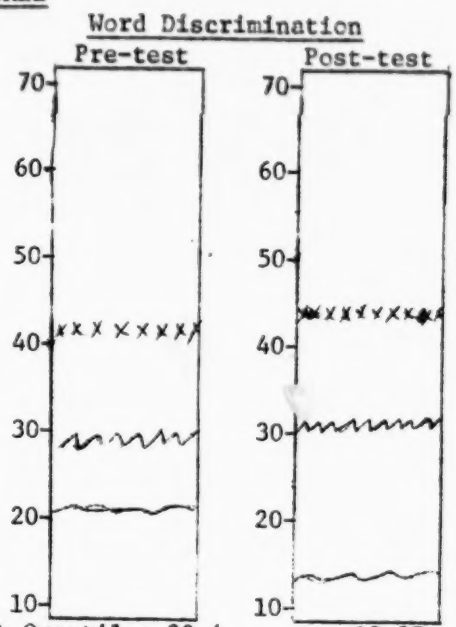
TABLE XXXI

METROPOLIT[illegible] ACHIEVEMENT TEST RESULTS - THIRD [illegible]ADE*

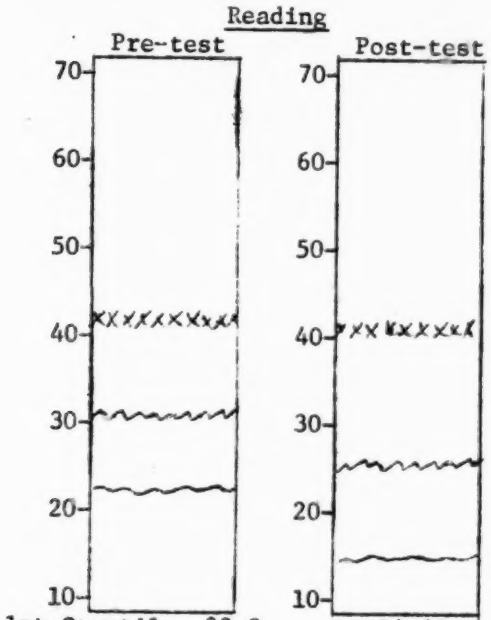
HARLANDALE



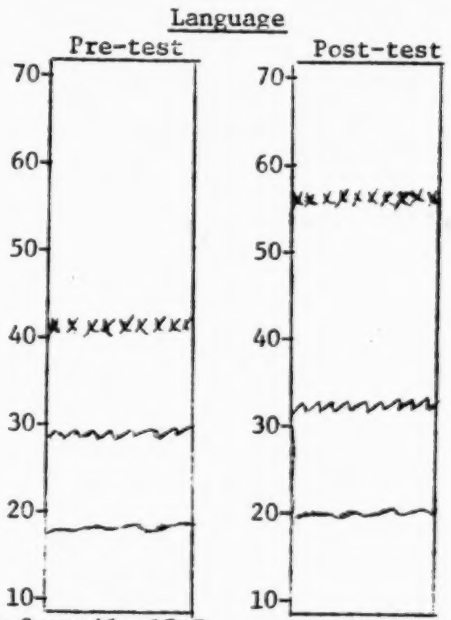
	Pre-test	Post-test
1st Quartile:	20.9	12.63
Median :	29.1	25.13
3rd Quartile:	42.1	42.83



	Pre-test	Post-test
1st Quartile:	20.4	13.37
Median :	28.6	30.39
3rd Quartile:	42.3	44.03



	Pre-test	Post-test
1st Quartile:	22.0	14.49
Median :	31.7	25.85
3rd Quartile:	42.3	41.31



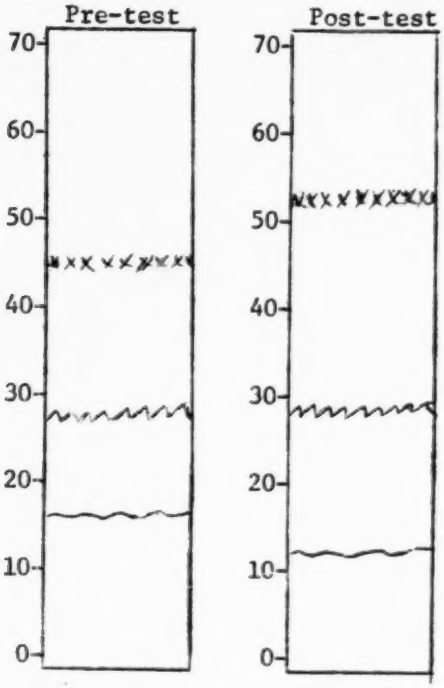
	Pre-test	Post-test
1st Quartile:	17.7	19.23
Median :	29.0	31.88
3rd Quartile:	41.2	56.02

*1st Quartile = ~~~ Median = ~~~ 3rd Quartile = x x x x x

METROPOLITAN ACHIEVEMENT TEST RESULTS - THIRD GRADE CONTINUED*

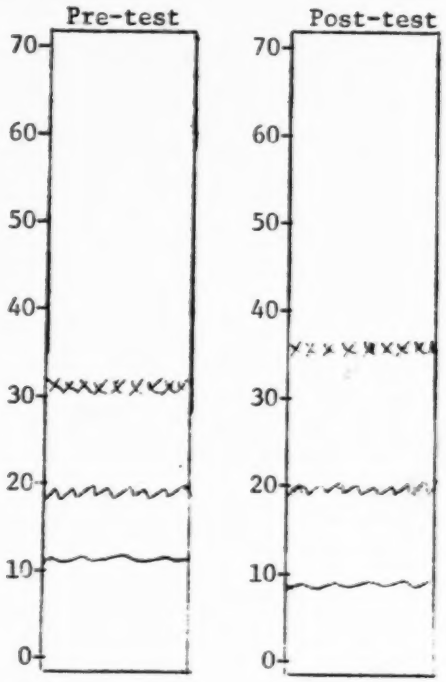
HARLANDALE

Arithmetic Computation



	Pre-test	Post-test
1st. Quartile:	16.3	12.94
Median :	28.5	28.07
3rd Quartile:	44.3	52.00

Arith. Prob. Solv. & Concepts



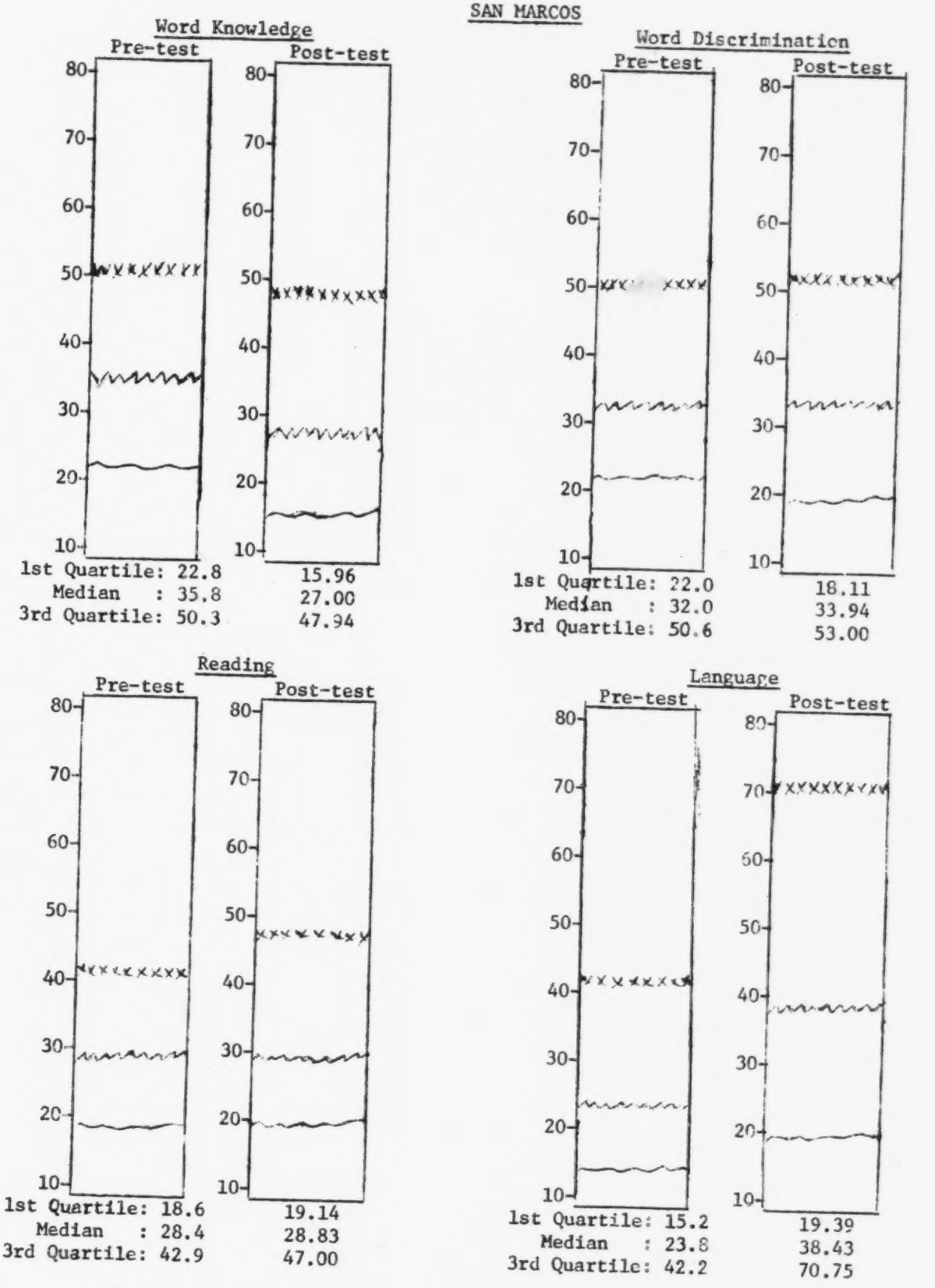
	Pre-test	Post-test
1st Quartile:	11.4	8.25
Median :	18.3	19.71
3rd Quartile:	31.8	35.93

* 1st Quartile = ~~~ Median = ^^^ 3rd Quartile = XXXXXX

TABLE XXXII

METROPOLITA[illegible]CHIEVEMENT TEST RESULTS - THIRD G[illegible]ADE*

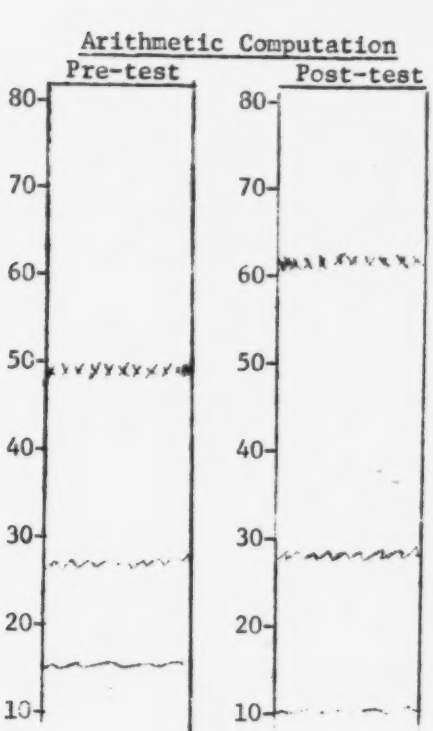
SAN MARCOS



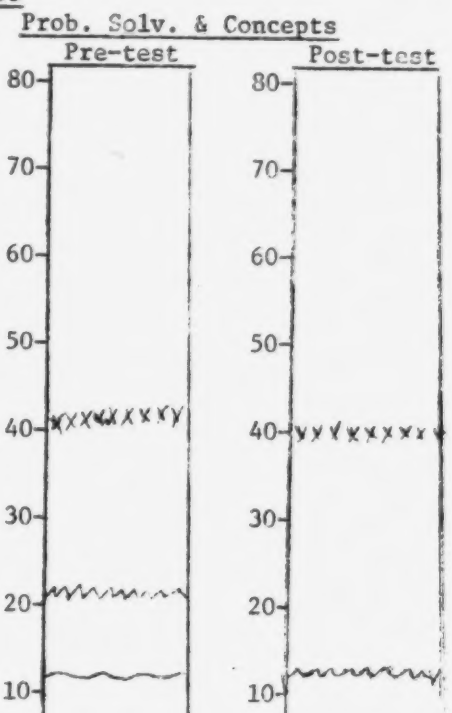
* 1st Quartile = ~~~ Median = ~~~ 3rd Quartile = xxxxxx

METROPOLITAN ACHIEVEMENT TEST RESULTS - THIRD GRADE* CONTINUED

SAN MARCOS



	Pre-test	Post-test
1st Quartile	14.9	10.20
Median	27.6	28.43
3rd Quartile	49.4	61.84



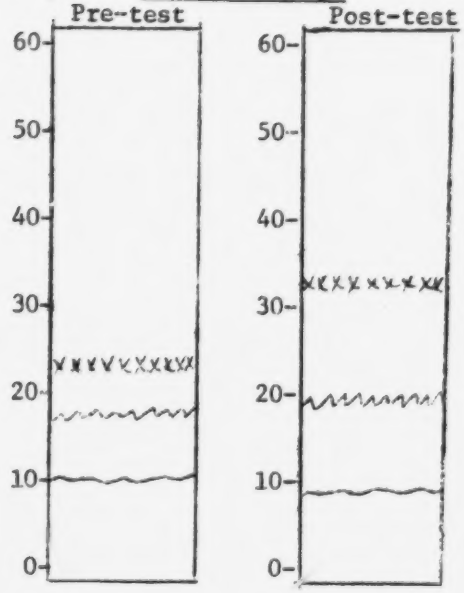
	Pre-test	Post-test
1st Quartile	13.8	6.24
Median	21.3	13.50
3rd Quartile	41.0	40.50

*1st Quartile = ~~~~ Median = ^^^^ 3rd Quartile = xxxxx

TABLE XXXIII
METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE

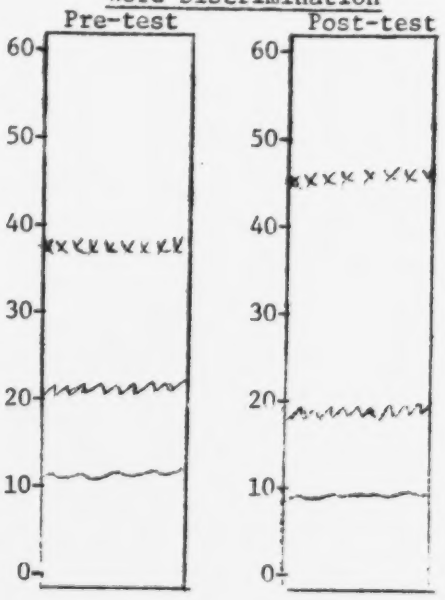
HARLANDALE

Word Knowledge



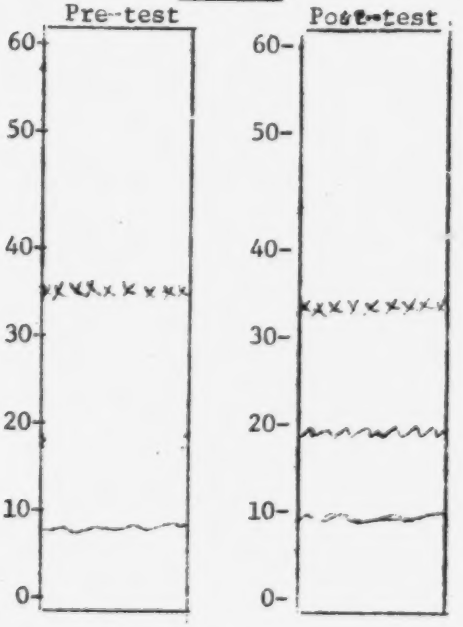
	Pre-test	Post-test
1st Quartile:	10.0	8.86
Median :	16.8	18.58
3rd Quartile:	22.3	33.16

Word Discrimination



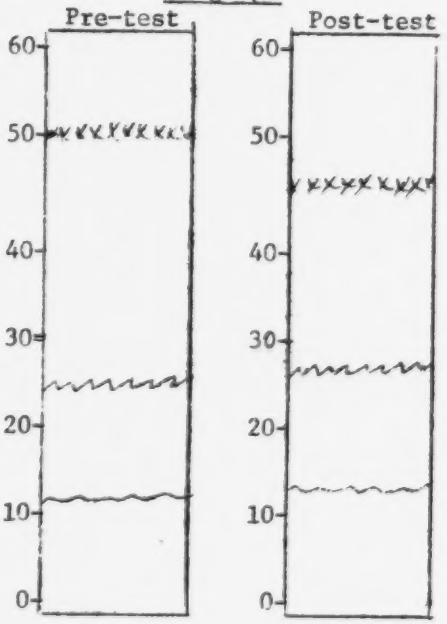
	Pre-test	Post-test
1st Quartile:	11.5	9.23
Median :	20.7	18.54
3rd Quartile:	38.5	45.30

Reading



	Pre-test	Post-test
1st Quartile:	8.7	9.18
Median :	18.1	18.67
3rd Quartile:	35.3	33.61

Language



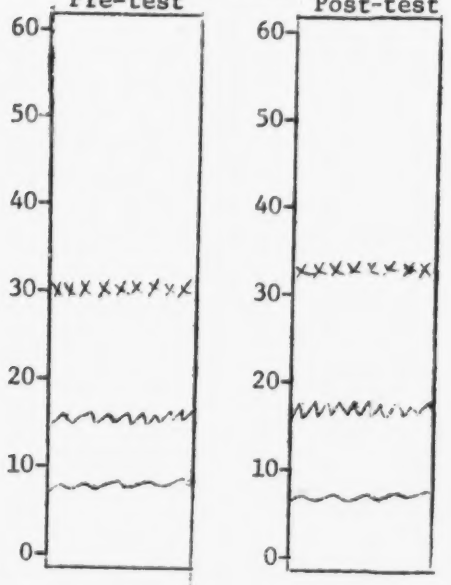
	Pre-test	Post-test
1st Quartile:	11.4	12.63
Median :	24.6	26.11
3rd Quartile:	50.1	46.43

*1st Quartile = ~~~~ Median = ~~~~ 3rd Quartile = ××××××

METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE CONTINUED*

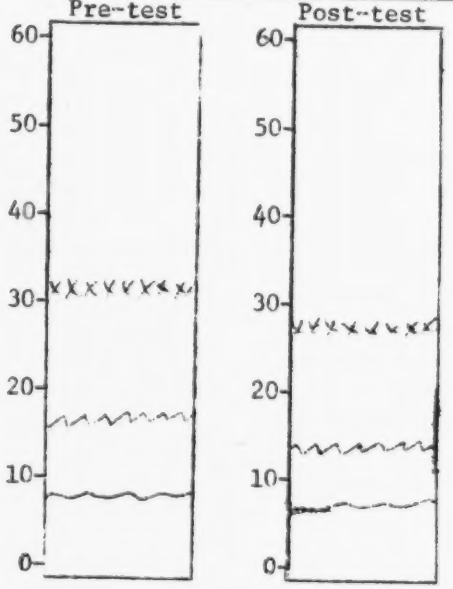
HARLANDALE

Computation



	Pre-test	Post-test
1st Quartile:	8.3	7.67
Median :	15.5	16.85
3rd Quartile:	30.1	33.59

Arith. Prob. Solv. & Concepts



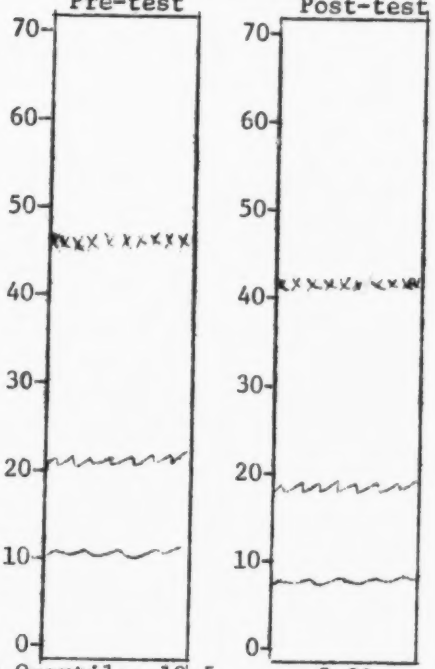
	Pre-test	Post-test
1st Quartile:	7.0	6.51
Median :	15.4	12.95
3rd Quartile:	31.5	27.94

*1st Quartile = ~~~~~ Median = ^^^^^ 3rd Quartile = xxxxxx

TABLE XXXIV
METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE*

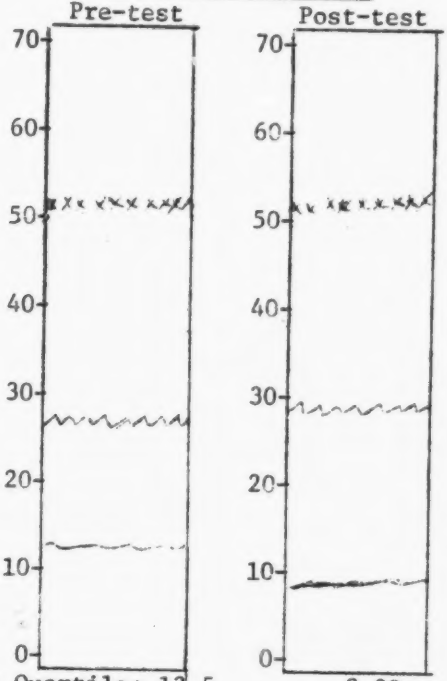
SAN MARCOS

Word Knowledge



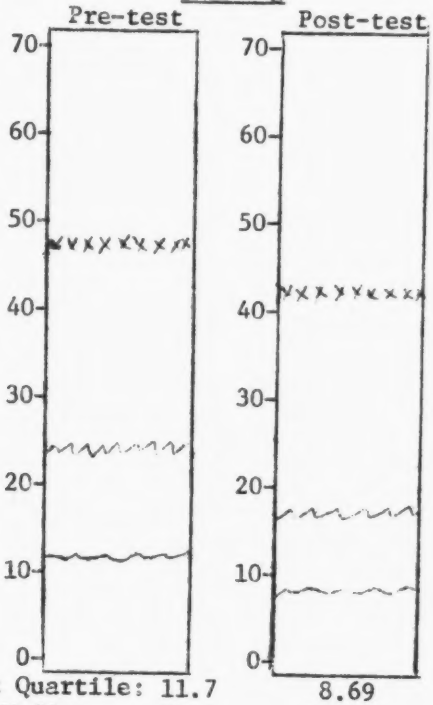
	Pre-test	Post-test
1st Quartile:	10.5	8.39
Median :	21.4	18.94
3rd Quartile:	47.5	42.00

Word Discrimination



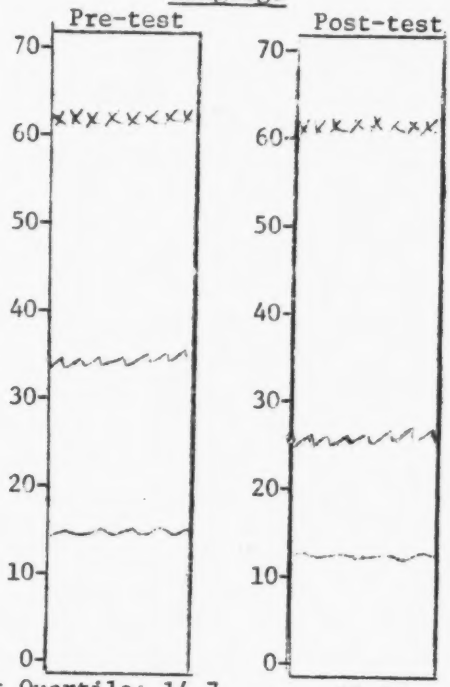
	Pre-test	Post-test
1st Quartile:	13.5	8.29
Median :	27.3	28.41
3rd Quartile:	52.5	52.38

Reading



	Pre-test	Post-test
1st Quartile:	11.7	8.69
Median :	24.4	16.17
3rd Quartile:	47.0	42.50

Language



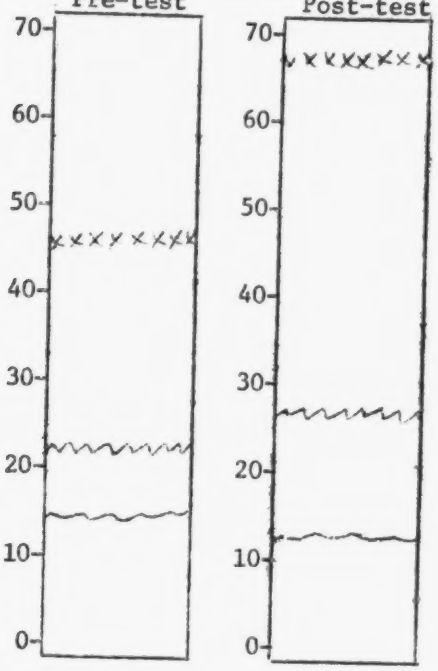
	Pre-test	Post-test
1st Quartile:	14.7	12.34
Median :	33.1	24.22
3rd Quartile:	62.0	61.79

*1st Quartile = ~~~~ Median = ^^^^ 3rd Quartile = VVVVV

METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE* CONTINUED

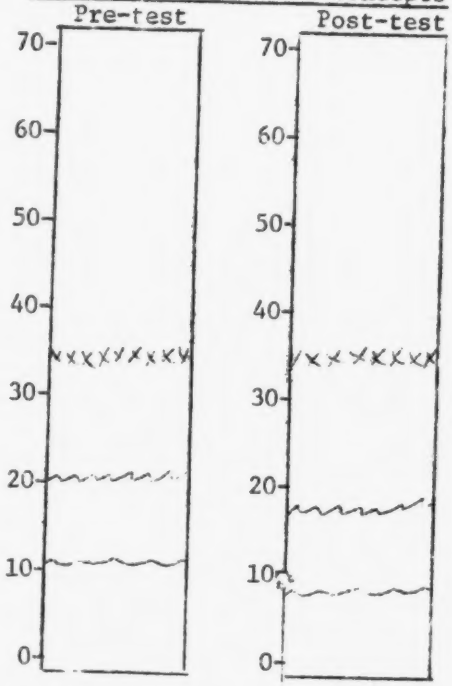
SAN MARCOS

Arithmetic Computation



	Pre-test	Post-test
1st Quartile	14.2	12.67
Median	22.0	27.00
3rd Quartile	46.1	67.42

Arith. Prob. Solv. & Concepts



	Pre-test	Post-test
1st Quartile	10.6	8.32
Median	20.1	16.75
3rd Quartile	34.4	34.34

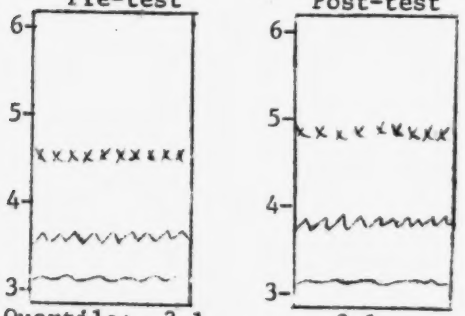
*1st Quartile = ~~~~ Median = ~~~~ 3rd Quartile = xxxxx

TABLE XXXV

METROPOLITAN ACHIEVEMENT TEST RESULTS - FIFTH GRADE*

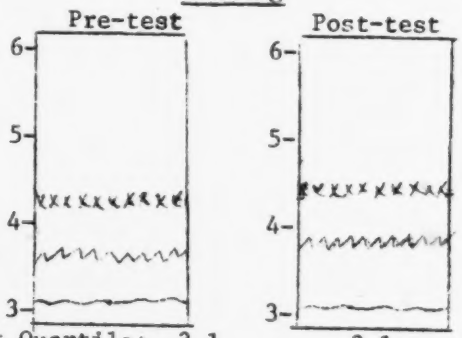
HARLANDALE

Word Knowledge



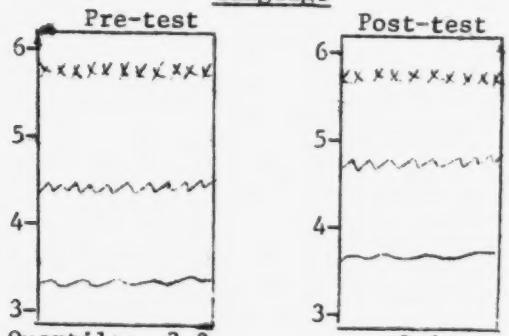
	Pre-test	Post-test
1st Quartile:	3.1	3.1
Median :	3.5	3.8
3rd Quartile:	4.5	4.9

Reading



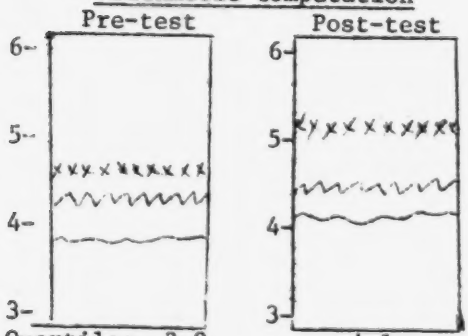
	Pre-test	Post-test
1st Quartile:	3.1	3.1
Median :	3.6	3.8
3rd Quartile:	4.2	4.4

Language



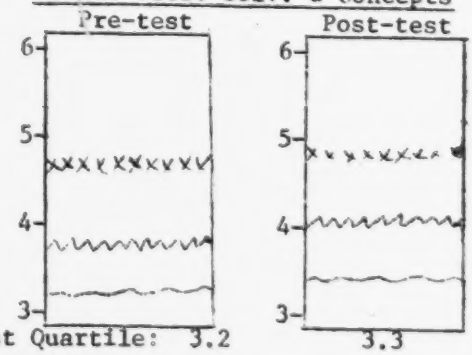
	Pre-test	Post-test
1st Quartile:	3.3	3.6
Median :	4.4	4.7
3rd Quartile:	5.8	5.8

Arithmetic Computation



	Pre-test	Post-test
1st Quartile:	3.8	4.1
Median :	4.2	4.4
3rd Quartile:	4.6	5.1

Arith. Prob. Solv. & Concepts



	Pre-test	Post-test
1st Quartile:	3.2	3.3
Median :	3.7	4.0
3rd Quartile:	4.6	4.8

*1st Quartile = ~~~~~ Median = ^^^^ 3rd Quartile = xxxxx

discrimination in San Marcos and second grade math computation in Harlandale.) Generally speaking, the number of points the medians fall below national norms increases as the grade level rises. Thus spring medians for second grade run from 10 to 29 points low (except for math in Harlandale and word discrimination in San Marcos); medians for third grade run from 12 to 32 points low; and medians for fourth grade run from 22 to 31 points low.

Analysis of medians based on grade equivalent scores for the Metropolitan post-test reveals the following: (1) second grade is from two to six months below the national median in all areas; (2) third grade averages seven months below in the various areas; (3) fourth grade averages almost one year behind; (4) fifth grade averages from one and one-half to two years behind. Thus the amount of learning lag and educational retardation rises correspondingly with the grade level.

It must be noted that the following three factors exist to account partially for low achievement test scores by these pupils: (1) the Metropolitan Achievement tests (like all standardized tests) discriminate against pupils from a low socio-economic-educational background and pupils who are deficient in English language ability (even though we feel the Metropolitan is better suited to our pupils than any other available achievement test); (2) as previously stated in regard to the Peabody Picture Vocabulary test, most of these pupils enter school deficient in vocabulary in both languages with the deficit ranging from one to three years of mental age; (3) a high degree of teacher attrition (39% following the first year, 35% following the second year of project operation and 10% during this third year) with the ensuing influx of teachers new to the project is bound to be somewhat detrimental to pupil performance. However, these factors cannot fully account for test results. Misuse of time in the language arts areas and teacher failure are also instrumental. Coordinators should study carefully the records of all standardized test results for individual teachers (tables XII - XIII, XVI - XXV and XXXVIII) and determine which teachers succeed and which fail in various areas. Then coordinators can study procedures of successful teachers and work with less able teachers to help them in the application of productive techniques to their teaching. Preservice and inservice training need to be concentrated on the problem areas as well.

The previous recommendations are substantiated through comparison of Metropolitan and Prueba scores for second and third grades pupils who have been in this bilingual project all of their school careers and scores for pupils who have been in the project only part of their school careers, one of two years in the case of second grade and one or two of three years in the case of third grade. This comparison was possible only for second and third grades since there have been just three years since the inception Of this title VII bilingual project. This comparison was based on spring grade equivalent score means for the Metropolitan and spring raw score means for the Prueba (Spanish reading test) (See Tables XXXVI and XXXVII.) Comparison of Metropolitan results reveals that second graders in the project full time did better on math but worse on word discrimination and reading than part-time pupils. Third graders in the project full time had lower scores in all areas except word discrimination, which was approximately equal. On the Prueba the raw-score mean for second-grade full-time pupils in the project was quite a bit lower than that for part-time pupils; however, the score for third grade full-time pupils in the project was slightly higher than that for part-time pupils.

TABLE XXXVI

COMPARISON OF METROPOLITAN SCORES OF PUPILS IN PROJECT ALL SCHOOL CAREERS VS. PUPILS IN PROJECT PART TIME-- SECOND AND THIRD GRADES ONLY

(Mean Grade Equivalents for Spring)

Grade 2

	PUPILS IN PROJECT BOTH YEARS	Pupils in Project This Year Only
Word Knowledge	2.23	2.24
Word Discrimination	2.71	2.79
Reading	2.21	2.28
Math	2.80	2.64

Grade 3

	Pupils in Project All Three Years	Pupils in Project ONE OR TWO YEARS
Word Knowledge	3.02	3.15
Word Discrimination	3.23	3.22
Reading	3.08	3.15
Language	3.33	3.49
Computation	3.48	3.60
Problem Solving/Concepts	3.02	3.05

TABLE XXXVII

COMPARISON OF PRUEBA SCORES OF PUPILS IN PROJECT ALL SCHOOL CAREERS VS. PUPILS IN PROJECT PART TIME-- SECOND AND THIRD GRADES ONLY

(Mean Raw Scores for Spring)

Grade 2

Pupils in Project Both Years	Pupils in Project This Year Only
60.37	71.99

Grade 3

Pupils in Project All Three Years	Pupils in Project Only One or Two Years
47.60	45.95

Teachers administered equivalent forms of the Serie Interamericana Prueba de Lectura (Spanish reading test) in grades 2 - 5 in the fall and again in the the spring. The objective was simply a ten point increase from pre- to post- test by 50% of the pupils in each classroom, since the test data provides only raw scores. (See Table XXXVIII). All classrooms in second grade attained this objective and 91% of all second grade pupils attained it. In third grade 92% of the classrooms and 79% of all third grade pupils succeeded. In fourth grade only 8% of the classrooms but 31% of all pupils attained the objective. In fifth grade 28% of the classrooms and 30% of all pupils succeeded. Fourth and fifth grade failures indicate (and examination of the allocation of classroom time verifies) that teachers on these grade levels spend excessive time teaching sounds and phonics with subsequent neglect of reading instruction. Corrective measures to alleviate this situation have been discussed previously in this report.

Project teachers filled out inferred self-concept scales* for each pupil in their classrooms in October and again in April. The scale consists of thirty items and is based on an ordinal scale continuum from 1 to 5. Research with lower socio-economic level pupils in the traditional school program (which had been done by Dr. McDaniel in 1968-1969) indicated a decrease in self-concept for pupils during the school year and a succeedingly lower self-concept level in each progressively higher grade-level. Due to measures designed to create a more positive self=image in pupils being implemented by teachers, an increase of .25 in score by 50% of the pupils in each classroom between fall and spring rating was predicted for the pupils in this project.

Kindergarten results reveal that 67% of the classrooms achieved this objective. However, the results were not so good on other grade levels: 25% of first grade classrooms, 19% of second, 50% of third, 25% of fourth and 28% of fifth attained the objective. A comparison of classroom self-concept means for fall and spring shows that the self-concept figures above, while not up to objective level, are significantly good. These are the statistics of classrooms which showed improvement from fall to spring self-concept means: 67% of first grade, 50% of first and second grades, 70% of third grade, 33% of fourth grade and 72% of fifth grade. Since there is significantly more increase than decrease, these figures represent a real achievement. (See Table XLVI.)

This year's evaluation design represented a vast improvement in both quantity and quality over the evaluation designs of the past two years in regard to local behavioral objectives. In the first year behavioral objectives were included for Spanish language arts only. The second year behavioral objectives included English as a second language and social studies also. This year objectives were added for math, English language arts, and Spanish as a second language. The latter two subject areas were added because of the involvement of monolingual English-speakers in the program in some of the San Marcos classrooms. In all subject areas this year's behavioral objectives coordinated more closely with the curriculum guides and were better designed to focus on and to measure acquired skills and abilities rather than recall of factual information.

According to data received from teachers, these local behavioral objectives were met satisfactorily in most areas on each grade level. Spontaneous, volitional oral response in English by bilingual pupils in kindergarten and first grade was almost 100%, as was Spanish response from monolingual English-speakers in the program in San Marcos.

*Developed by Dr. Elizabeth McDaniel, at University of Texas, 1969.

ERRATUM

PAGE 58 -- Third paragraph, fourth sentence, should be corrected to read:

"These are the statistics of classrooms which showed improvement from fall to spring self-concept means: 67% of kindergarten, 50% of first and second grades, 70% of third grade, 33% of fourth grade and 75% of fifth grade."

TABLE XXXVIII

PERCENTAGE OF PUPILS ACHIEVING OBJECTIVE ON PRUEBA

TEACHER/GRADE			PERCENTAGE OF PUPILS ATTAINING OBJECTIVE
Ayala	/ 2		96
Camacho	/ 2		96
Chavarria	/ 2		96
Curlee	/ 2	E	81
Engel	/ 2		95
Hernandez	/ 2		95
Maldonado	/ 2	S	91
Thompson	/ 2	E	85
Muñoz	/ 2		100
Nicola	/ 2	S	96
Pachecano	/ 2		88
Rendon	/ 2		87
Lopez	/ 2		92
Rives	/ 2		74
Warren	/ 2		91
Music	/ 2	E	87
TOTAL GRADE PERCENTAGE OF PUPILS ATTAINING OBJECTIVE			91

TEACHER/GRADE			PERCENTAGE OF PUPILS ATTAINING OBJECTIVE
Farmer	/ 3	E	88
Bazbaz	/ 3		100
Pacheco	/ 3		67
Perez	/ 3		100
Pirhala	/ 3	E	57
Ramsay	/ 3	S	94
Reyes	/ 3		83
Rhoades	/ 3	E	48
Rodriguez	/ 3	S	62
Fields	/ 3	S	90
Soto	/ 3		71
Taylor	/ 3	E	93
TOTAL GRADE PERCENTAGE OF PUPILS ATTAINING OBJECTIVE			79

S = Spanish-language team teacher.
E = English-language team teacher.

TABLE XXXVIII CONTINUED:

TEACHER/GRADE			PERCENTAGE OF PUPILS ATTAINING OBJECTIVE
Duarte	/ 4		24
Gensberg	/ 4	E	10
Gonzales	/ 4	S	30
Hill	/ 4	E	35
Lopez	/ 4		33
Gloyd	/ 4	E	31
Morales, F.	/ 4	S	55
Morales, J.	/ 4		38
Shaw	/ 4	E	29
Peña	/ 4	S	36
Rodriguez	/ 4		15
VanCleave	/ 4	S	36
TOTAL GRADE PERCENTAGE OF PUPILS ATTAINING OBJECTIVE			31

TEACHER/GRADE			PERCENTAGE OF PUPILS ATTAINING OBJECTIVE
Aguirre	/ 5		50
Garza	/ 5	S	41
Galan	/ 5	S	18
Gonzales	/ 5	S	14
Guajardo	/ 5	E	36
Harris	/ 5	E	11
Mora	/ 5		45
TOTAL GRADE PERCENTAGE OF PUPILS ATTAINING OBJECTIVE			30

S = Spanish-language team teacher.
E = English-language team teacher.

TABLE XLVI

INFERRED SELF-CONCEPT SCALE
GRADES K-5

TEACHER	GRADE	PERCENTAGE OF PUPILS ATTAINING OBJECTIVE	FALL MEAN SCORE	SPRING MEAN SCORE
Almendarez	K	58	3.34	3.73
Flores, G.	K	7	3.98	3.69
DeSoto(Gage)	K	**	**	4.10
Wortham	K	58	3.24	3.73
Allison	1	77	3.15	3.62
Altenhoff	1	81	3.65	4.04
Cardenas	1	95	2.39	3.38
Delgado	1	43	3.47	3.76
Flores, S.	1	9	3.62	3.39
Gutierrez	1	60	3.90	4.11
Jones	1	38	3.20	3.44
Lozano	1	23	3.71	3.52
Lujan	1	36	3.35	3.70
Mitchell	1	32	4.83	4.53
Perales	1	17	4.62	4.71
Reyna	1	17	4.02	3.95
Ruiz Flores,V.	1	12	3.77	3.42
Treviño	1	15	3.84	3.68
Vance	1	25	4.23	4.16
Williams	1	22	3.63	3.60
Ayala	2	17	4.21	4.11
Camacho	2	50	4.23	4.55

TABLE VI. VI CON'T

TEACHER	GRADE	PERCENTAGE OF PUPILS ATTAINING OBJECTIVES	FALL MEAN SCORE	SPRING MEAN SCORE
Chavarria	2	14	4.09	4.05
Curlee	2	8	4.40	4.15
Engel	2	29	4.08	4.06
Hernandez	2	19	3.68	3.77
Maldonado	2	36	4.34	4.41
Thompson(Mendoza)	2	*	*	3.80
Muñoz	2	33	4.17	4.40
Music	2	22	3.85	3.75
Nicola	2	21	4.61	4.66
Pachecano	2	38	3.88	3.85
Rendon	2	17	4.03	4.07
Lopez,S. (Rivas)	2	*	*	3.76
Rives	2	100	3.02	3.91
Warren	2	33	3.94	3.92
Farmer	3	63	3.44	3.76
Bazbaz (Lesak)	3	*	*	3.65
Pacheco	3	62	3.19	3.56
Perez	3	63	3.41	3.65
Pirhala	3	25	3.63	3.42
Ramsay	3	44	4.07	4.49
Reyes	3	58	3.96	4.15
Rhoades	3	23	4.19	4.28
Rodriguez, A.M.	3	82	3.73	4.23
Fields (Saenz)	3	*		3.98
Soto	3	100	3.70	4.60
Taylor	3	14	4.32	4.28

TABLE XLVI . CON'T

TEACHER	GRADE	PERCENTAGE OF PUPILS ATTAINING OBJECTIVE	FALL MEAN SCORE	SPRING MEAN SCORE
Duarte	4	0	3.67	3.40
Gensberg	4	11	3.76	3.65
Gonzales , Jose	4	**	3.83	**
Hill	4	20	3.74	3.84
Lopez ,M.	4	8	3.69	3.44
Gloyd (Melliff)	4	*	*	3.68
Morales, F.	4	20	4.22	4.20
Morales, J.	4	14	**21	3.78
Shaw (Pacheco)	4	*	*	4.17
Peña	4	0	3.86	3.82
Rodriguez , M.	4	88	3.71	4.49
VanCleave	4	92	3.16	3.93
Aguirre	5	26	4.26	4.29
Garza	5	48	4.40	4.63
Galan	5	56	3.69	3.85
Gonzales, Juv.	5	0	4.18	3.74
Guajardo	5	43	3.79	4.13
Harris	5	4	4.56	4.31
Mora	5	90	3.56	4.19

* Teacher change during the school year.

** Data not received during time of writing this report.

(See Table XXXIX.) Other English and Spanish objectives were satisfactorily met with the exception of the oral narrative in Spanish on third and fourth grade levels. Math objectives were satisfactorily met too with the exception of five-digit problems and equations on the fifth grade level. Social studies objectives were fairly well met in kindergarten, first and second grades but were largely unmet in third, fourth and fifth grades. Two units and objectives therefor were responsible for this failure on each grade level; the Texas unit is the one common to each grade level, and the unit itself and objectives for it should be reexamined carefully by the curriculum specialist before it is reissued next year. Since the other third grade unit for which objectives were not met is "I am an American" and the fourth grade unit is "Our American Heritage" (which stresses contributions of Mexican-Americans to our way of life) these units are significant ones and should also be given careful study before reissuance. (See Tables XXXIX - XLV

TABLE XXXIX

ORAL RESPONSES OF PUPILS IN ENGLISH
(KINDERGARTEN AND FIRST GRADE ONLY)

TEACHER/GRADE	PERCENT WHO RESPONDED	TEACHER/GRADE	PERCENT WHO RESPONDED
Almendarez / K	100%	Jones / 1	100%
Flores, G. / K	100%	Lozano / 1	92%
Gage / K	100%	Mitchell / 1	97%
Wortham / K	100%	Perales / 1	100%
Allison / 1	100%	Reyna / 1	92%
Altenhoff / 1	100%	Flores, V. / 1	85%
Cardenas / 1	100%	Treviño / 1	100%
Delgado / 1	91	Vance / 1	100%
Flores, S. / 1	100%	Williams / 1	96%
Gutierres / 1	100%	Lujan / 1	92%

ORAL RESPONSES OF PUPILS IN SPANISH
(MONOLINGUAL ENGLISH-SPEAKERS ONLY)

TEACHER/GRADE	PERCENT WHO RESPONDED	TEACHER/GRADE	PERCENT WHO RESPONDED
Almendarez / K	91%	Flores, V. / 1	100%
Wortham / K	91%	Delgado / 1	100%
Altenhoff / 1	84%	Vance / 1	100%

TABLE XL

INSTRUCTIONAL - KINDERGARTEN PERFORMANCE TESTS
PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER		ENG.AS A SEC.LANG. ITEM NUMBER			SPAN.LANG. ARTS ITEM NUMBER		MATH ITEM NUMBER				SOCIAL STUDIES ITEM NUMBER		
		1.3*	1.3*	1.4*	13.2*	13.3*	25.1*	25.2*	25.3*	25.4*	31.1*	31.2*	31.3*
Almendarez	S	90%	76%	97%	75%	96%	88%	82%	37%	75%	100%	0%	85%
Flores		42%	60%	85%	93%	97%	79%	88%	40%	94%	64%	78%	91%
DeSoto		43%	84%	88%	90%	94%	85%	97%	40%	97%	51%	84%	90%
Wortham	E	90%	76%	97%	75%	96%	88%	67%	43%	75%	100%	0%	85%

(S designates Spanish-language team teacher. E designates English-language team teacher.)

*Item 1.3: By the third week in December, 60% of the students will demonstrate the ability to ask at least two information questions in English.

*Item 1.3: By the third week in December, 60% of the students will demonstrate the ability to make at least two commands or requests in English.

*Item 1.4: By the third week in April, 60% of the students will demonstrate both aural and oral discrimination of English vocalic phonemes and final consonants with 50% accuracy.

*Item 13.2: By the third week in December, 60% of the students will demonstrate oral proficiency in Spanish by participating in show and tell.

*Item 13.3: By the third week in April, 60% of the students will repeat words in which the consonant sounds which are difficult for children (ch, r, rr and d) occur with 60% accuracy.

*Item 25.1: By the end of Kindergarten, 80% of the students will identify and understand the relationship within and between sets by manually grouping three or more objects into three or more different sets and comparing by matching their members.

TABLE XL continued:

*Item 25.2: By the end of the first semester, 50% of the students will demonstrate an understanding of the counting process by orally counting from one to ten with 100% accuracy.

*Item 25.3: By the end of Kindergarten, 70% of the pupils will indicate an understanding of the meaning of the words above, below, bottom, top, down, up, left and right, which show spatial relationships by following oral directions.

*Item 25.4: By the first week in April, 80% of the pupils will identify geometric shapes by describing or classifying nine or more items as objects that are round or object that have sides and corners with 75% accuracy.

*Item 31.1: By October 31, all of the students will be able to properly use the greetings "Good Morning", "Good Afternoon", and "Good Bye" in both Spanish and English with 100% accuracy.

*Item 31.2: By the first week in March, 80% of the students will recite the Pledge of Allegiance in both Spanish and English with no errrors or omissions.

*Item 31.3: By March 31, 90% of the students will identify through the use of pictures, drawings, role play or songs 3 out of four family members (father, mother, brother, sister) in both Spanish and English as studied in the unit "Mi Familia".

TABLE XL CONTINUED:

TEACHER		ENGLISH LANGUAGE ARTS ITEM NUMBER 7.2*	ENGLISH LANGUAGE ARTS ITEM NUMBER 7.3*	SPANISH AS A SECOND LANGUAGE ITEM NUMBER 19.3*	SPANISH AS A SECOND LANGUAGE ITEM NUMBER 19.3*	SPANISH AS A SECOND LANGUAGE ITEM NUMBER 19.4*
Almendarez	S	100%	100%	67%	67%	100%
Wortham	E	100%	100%	67%	67%	100%

(S designates Spanish-language team teacher. E designates English-language team teacher.)

*Item 7.2: By the third week in December, 60% of the students will demonstrate oral facility in English by participating in show and tell.

*Item 7.3: By the third week in April, 60% of the students will repeat words with difficult consonant sounds (th, r, and ch) and with three-consonant clusters with 60% accuracy.

*Item 19.3: By the third week in December, 60% of the students will demonstrate the ability to ask at least two information questions in Spanish.

*Item 19.3: By the third week in December, 60% of the students will demonstrate the ability to give at least two commands or requests in Spanish.

*Item 19.4: By the third week in April, 60% of the students will demonstrate both aural and oral discrimination between the Spanish vowel and diphthong phonemes with 50% accuracy when shown pictures of objects or actions in which minimal pairs are utilized.

TABLE XLI

INSTRUCTIONAL - FIRST GRADE PERFORMANCE TESTS
PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER		ENGLISH AS A SECOND LANGUAGE ITEM NUMBER					SPANISH LANGUAGE ARTS ITEM NUMBER			
		2.3*	2.3*	2.3*	2.4*	2.5*	14.2*	14.3*	14.4*	14.5*
Allison	E	67%	67%	70%	96%	60%	67%	20%	12%	5%
Altenhoff	E	86%	93%	97%	100%	95%	82%	16%	77%	60%
Cardenas		96%	96%	96%	96%	79%	68%	18%	92%	60%
Delgado	S	76%	96%	96%	82%	86%	75%	68%	64%	56%
Flores		93%	86%	86%	73%	77%	68%	31%	73%	53%
Gutierrez		92%	88%	88%	71%	88%	19%	19%	100%	74%
Jones		100%	100%	100%	100%	100%	87%	40%	100%	80%
Lozano		80%	80%	60%	80%	72%	80%	50%	75%	75%
Lujan		100%	100%	100%	100%	95%	96%	52%	91%	100%
Mitchell		97%	89%	97%	88%	88%	26%	19%	*	36%
Perales	S	42%	97%	100%	100%	96%	88%	100%	**	53%
Reyna		89%	89%	93%	88%	80%	76%	64%	76%	60%
Ruiz Flores		100%	100%	96%	100%	96%	93%	60%	100%	68%
Treviño	S	74%	61%	85%	92%	96%	84%	80%	43%	46%
Vance		100%	100%	96%	92%	100%	88%	65%	40%	63%
Williams	E	97%	75%	100%	92%	100%	96%	77%	88%	72%

*Test data was never returned by teacher.
**Data not received from teacher at time of writing this report.

(S designates Spanish-language team teacher.
E designates English-language team teacher.)

TABLE XLI CONTINUED:

*Item 2.3: By the third week in December, 70% of the students will demonstrate the oral ability to ask at least two information questions with 70% accuracy.

*Item 2.3: By the third week in December, 70% of the students will demonstrate the oral ability to give at least two commands or requests with 70% accuracy.

*Item 2.3: By the third week in December, 70% of the students will demonstrate the oral ability to transform kernel sentences into negatives with 70% accuracy.

*Item 2.4: By the third week in April, shown pictures and given syntactic frames orally, 60% of the students will add the -ing inflectional ending to verbs in the pattern auxiliary be + intransitive verb + -ing (Present coninuous tense) with 75% accuracy.

*Item 2.5: 70% of the students will demonstrate both aural and oral discrimination of vocalic phonemes, the consonants s and z, and final two-consonant clusters with 60% accuracy.

*Item 14.2: By Jan. 31, given a set of 10 cards from the Spanish alphabet card set, 90% of the students will be able to make the sound of the letter and name a word that begins with that letter on 7 out of the 10 cards.

*Item 14.3: When given orally a series of ten common Spanish words; (names of articles in the classroom) 60% of the students will identify all ten objects by pointing to them.

*Item 14.4: Given a Spanish basal reader, book one, 50% of the class will read orally two pages from the last quarter of the book with no more than six word identification errors.

*Item 14.5: Given the topic "Mi Familia", 50% of the class will write a five sentence story in Spanish.

TABLE XLI CONTINUED:

TEACHER		ENGLISH LANGUAGE ARTS ITEM NUMBER 8.2*	8.3*	8.4*	SPANISH AS A SECOND LANGUAGE ITEM NUMBER 20.3*	20.3*	20.3*	20.4*	20.5*
Altenhoff	E	100%	81%	91%	10%	40%	10%	89%	60%
Delgado	S	100%	75%	75%	0%	0%	75%	75%	75%
Ruiz Flores		100%	100%	100%	100%	100%	100%	100%	100%
Vance		100%	100%	100%	100%	100%	100%	89%	100%

*Item 8.2: By the third week in December, 60% of the class will demonstrate oral facility in English by telling the class about an interesting experience.

*Item 8.3: By the third week in April, 50% of the students will be able to read 2 pages from the third quarter of a first grade basal reader with a maximum of 6 errors in word recognition.

*Item 8.4: Given the topic "The School", 50% of the students will write a story of not fewer than five sentences.

*Item 20.3: By the third week in December, 70% of the students will demonstrate the oral ability to ask at least two information questions with 75% accuracy.

*Item 20.3: By the third week in December, 70% of the students will demonstrate the oral ability to give at least two commands or requests with 75% accuracy.

*Item 20.3: By the third week in December, 70% of the students will demonstrate the oral ability to transform kernel sentences into negatives with 75% accuracy.

*Item 20.4: By the third week in April, 70% of the students will demonstrate both aural and oral discrimination of vocalic phonemes and of the consonants n and ñ with 60% accuracy when shown pictures of objects or actions in which minimal pairs are utilized.

*Item 20.5: By the end of first grade, 90% of the students will write a story in Spanish of not fewer than 2 sentences.

TABLE XLI CONTINUED:

TEACHER		MATH ITEM NUMBER 26.1*	26.2*	26.3*	26.4*	SOCIAL STUDIES ITEM NUMBER 32.1*	32.2*	32.3*	32.4*
Allison	E	29%	88%	40%	47%	50%	74%	30%	80%
Altenhoff	E	61%	100%	100%	48%	93%	60%	37%	81%
Cardenas		84%	96%	67%	72%	24%	95%	12%	73%
Delgado	S	62%	100%	92%	56%	96%	64%	50%	84%
Flores		67%	90%	73%	82%	74%	91%	79%	89%
Gutierrez		45%	79%	71%	32%	86%	75%	0%	23%
Jones		37%	80%	100%	95%	92%	66%	57%	80%
Lozano		71%	71%	55%	76%	96%	100%	56%	55%
Lujan	9	96%	100%	96%	87%	56%	100%	0%	72%
Mitchell		49%	92%	*	23%	66%	41%	0%	24%
Perales	S	83%	100%	92%	48%	33%	97%	44%	88%
Reyna		67%	72%	76%	64%	96%	67%	48%	56%
Ruiz Flores		96%	100%	94%	86%	97%	86%	96%	100%
Treviño	S	71%	82%	71%	56%	93%	92%	30%	68%
Vance		76%	96%	79%	76%	100%	77%	64%	88%
Williams	E	96%	84%	80%	73%	85%	100%	92%	92%

*Data not received from teacher at time of writing this report.

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XLI :

*Item 26.1: By January 31, 80% of the students will be able to rote count orally to 50 by ones with 60% accuracy.

*Item 26.2: By the end of first grade, 80% of the students will be able to complete, in writing, addition facts with sums through 12 with 60% accuracy. The students may use any helps necessary such as number lines, counting frames, or concrete objects.

*Item 26.3: By the end of first grade, 80% of the students will be able to complete written subtraction problems from the 15 easiest subtraction facts in 7 of 10 problems. Munipulatory objects may be used.

*Item 26.4 : By January 31, 80% of the students will be able to skip count orally by fives and tens to 50 with 60% accuracy.

*Item 32.1: By October 31, 100% of the students will be able to be 100% correct in the proper use of the greetings "good morning", "good afternoon", "hello", and "goodbye", in both Spanish and English, as studies from the oral unit "Saludos" found in the Bilingual Education Curriculum Guide.

*Item 32.2 : By November 30, 80% of the students will be able to name, in both Spanish and English, 100% correct five articles (5) of clothing as shown from picture cards from the lesson "La Ropa."

*Item 32.3: By January 30, 80% of the students will be able to recite, in both Spanish and English, 100% correct the names of ten (10) body parts as they point to the appropriate part on the body as studied in the unit "Mi Cuerpo".

*Item 32.4: By the end of Grade 1, shown flash card pictures of five (5) zoo animals, as studied in the unit "Todo Crece", 50% of the students will be able to recite the correct names of four (4) of the animals in both Spanish and English.

TABLE XLI

INSTRUCTIONAL - SECOND GRADE PERFORMANCE TESTS
PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER		ENGLISH AS A SECOND LANGUAGE ITEM NUMBER 3.2*	3.2*	3.3*	3.3*	3.3*	3.4*	SPANISH LANGUAGE ARTS ITEM NUMBER 15.1*	15.2*	15.3*	15.4*
Ayala		93%	94%	97%	100%	100%	100%	72%	78%	100%	100%
Camacho		50%	90%	100%	92%	67%	100%	23%	100%	77%	100%
Chavarría		70%	75%	44%	88%	92%	57%	96%	80%	76%	48%
Curlee	E	67%	79%	72%	96%	100%	96%	65%	0%	67%	54%
Engel		82%	91%	100%	100%	96%	100%	95%	100%	100%	100%
Hernandez		48%	80%	51%	100%	65%	96%	87%	96%	96%	87%
Maldonado	S	100%	100%	80%	96%	100%	68%	88%	27%	56%	60%
Thompson	E	75%	97%	36%	75%	60%	42%	45%	80%	56%	69%
Muñoz		50%	55%	72%	100%	100%	84%	90%	52%	90%	75%
Music	E	100%	76%	88%	92%	100%	*	88%	30%	67%	80%
Nicola	S	90%	100%	100%	100%	100%	100%	97%	3%	93%	73%
Pachecano		15%	31%	56%	96%	74%	64%	64%	60%	76%	48%
Rendon		64%	96%	92%	100%	96%	81%	81%	80%	81%	77%
Lopez		15%	62%	65%	96%	88%	74%	84%	92%	85%	50%
Rives		94%	93%	88%	76%	96%	69%	100%	100%	88%	50%
Warren		84%	86%	80%	92%	85%	92%	56%	53%	80%	92%

*Data not received from teacher at time of writing this report.

(S designates Spanish-language team teacher. E designates English-language team teacher.

TABLE XLI I CONTINUED:

* Item 3.2: By the third week in December, given kernel sentences and a list of adjectives, 70% of the students will demonstrate the ability to add adjectives in prenominal position to kernel sentences with 100% accuracy.

* Item 3.2: Shown pictures and given syntactic frames orally, 60% of the students will add the s and z allomorphs of the plural and of the possessive to nouns and the t and d allomorphs of the past to verbs with 75% accuracy.

* Item 3.3: By the third week in April, shown pictures and given explanations of the pictures, 70% of the students will form compound nouns by using the pattern noun + noun.

* Item 3.3: 70% of the students will ~~demonstrate~~ the ability to use the correct form of the verb in the present tense for the subject with which it agrees with 60% accuracy.

* Item 3.3: 70% of the students will demonstrate both aural and oral discrimination between phonemes and consonant clusters which are difficult for Spanish speakers with 67% accuracy.

* Item 3.4: Given the topic "Community Helpers", 50% of the students will write a story of not fewer than 8 legible sentences.

* Item 15.1: When read an unfamiliar story from a Spanish book (second grade level) 75% of the class will orally answer at least 4 of 5 comprehension questions which the teacher asks concerning the story.

* Item 15.2: Given a bowl of fruit (banana, orange, grapes, apple and lemon), 75% of the class will orally describe in Spanish each fruit using complete sentences. Description will include at least three of the following: name, color, shape and whether or not he likes to eat fruit. Teacher will initiate activity by saying "Dime algo de esta fruta" and may add, "Dime mas."

* Item 15.3: 75% of the class will read orally two pages from the last quarter of the Spanish basal reader from the book series, Seria Nueva de Libros de Texto, Buenos Amigos, with no more than 6 errors in word recognition.

* Item 15.4: Given the topic "Yo", 50% of the pupils will write a story of at least ten sentences.

TABLE XLII CONTINUED:

TEACHER		MATH ITEM NUMBER 27.1*	27.2*	27.3*	27.4*	27.5*	27.6*	SOCIAL STUDIES ITEM NUMBER 33.1*	33.2*	33.3*
Ayala		100%	84%	100%	69%	100%	100%	100%	100%	88%
Camacho		96%	87%	86%	100%	100%	96%	61%	90%	58%
Chayarria		92%	92%	96%	92%	85%	88%	86%	85%	92%
Curlee	E	72%	91%	100%	90%	80%	88%	20%	80%	92%
Engel	96	96%	59%	78%	46%	100%	86%	91%	86%	60%
Hernandez		100%	83%	100%	72%	91%	96%	52%	57%	74%
Maldonado	S	100%	92%	92%	83%	85%	87%	38%	0%	88%
Thompson	E	84%	64%	76%	68%	80%	44%	86%	21%	52%
Muñoz		88%	90%	81%	97%	51%	78%	26%	67%	44%
Nicola	S	93%	100%	100%	94%	58%	100%	44%	80%	97%
Pachecano		97%	89%	96%	76%	92%	60%	34%	32%	68%
Rendon		100%	100%	100%	96%	92%	88%	100%	92%	88%
Lopez		72%	87%	96%	72%	80%	60%	70%	60%	64%
Rives		97%	97%	96%	80%	97%	44%	45%	82%	93%
Warren		60%	45%	80%	20%	58%	24%	57%	36%	80%
Music		96%	56%	92%	80%	100%	96%	56%	0%	68%

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XLI I CONTINUED:

*Item 27.1: By March 31, 80% of the students will solve in writing 7 of 10 problems chosen at random from the addition facts.

*Item 27.2: By March 31, 80% of the students will solve in writing 7 of 10 problems chosen at random from the subtraction facts.

*Item 27.3: By the end of the second grade, 60% of the students will solve 8 of 10 written word problems of addition with combinations to 99 (not requiring carrying).

*Item 27.4: By April 28, 80% of the students will indicate ability to add and subtract using pennies, nickels and dimes with combinations up to $1.00 with 75% accuracy on 10 problems.

*Item 27.5: By March 31, given a model clock, 80% of the students will tell the time indicated on the clock in 3 of 4 settings.

*Item 27.6: By April 28, 80% of the students will demonstrate an understanding of place value through three-digit whole numbers by correctly identifying the ones, tens, hundreds, in 3 of 4 cases.

*Item 33.1: By the end of November, 90% of the students shown five pictures illustrating modes of transportation, will be able to name in English and in Spanish the community helper that uses this type of transportation as studies in the unit, "Community Transportation".

*Item 33.2: By March 31, 80% of the students will be able to name in English and in Spanish the colors of the flag, the state tree, the state flower and the state bird as studied in the unit, "My Texas Book."

*Item 33.3: By the end of April, 90% of the students will be able to name in Spanish, and English equivalents, five (5) objects commonly seen in Mexico as studied in the unit 'Mi Estudio de México."

TABLE XLIII

INSTRUCTIONAL - THIRD GRADE PERFORMANCE TESTS
PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER		ENGLISH AS A SECOND LANGUAGE ITEM NUMBER 4.2*	4.3*	4.4*	4.5*	SPANISH LANGUAGE ARTS ITEM NUMBER 16.1*	16.2*	16.3*	16.4*
Farmer	E	72%	55%	80%	48%	83%	96%	47%	75%
Bazbaz	S	51%	95%	90%	85%	30%	75%	65%	45%
Pacheco		70%	65%	91%	100%	40%	85%	85%	44%
Perez		93%	92%	92%	80%	96%	75%	55%	80%
Pirhala	E	68%	58%	97%	51%	62%	69%	66%	64%
Ramsay	S	92%	86%	86%	62%	86%	76%	88%	60%
Reyes		100%	92%	100%	96%	80%	97%	32%	100%
Rhoades	E	28%	68%	79%	11%	*	*	*	*
Rodriguez	S	100%	100%	80%	83%	72%	90%	77%	78%
Fields	S	91%	87%	96%	80%	80%	100%	80%	85%
Soto		97%	97%	73%	68%	98%	84%	45%	72%
Taylor	E	89%	76%	93%	100%	100%	89%	*	78%

* Data not received from teacher at time of writing this report.

(S designates Spanish-language team teacher. E designates English-language team teacher.

TABLE XLIII CONTINUED:

*Item 4.2: By the third week in December, shown pictures, 60% of the students will demonstrate both aural and oral discrimination in the placement of primary and secondary stress in the patterns compound noun and adjective + noun (example hothouse and hot house) with 75% accuracy.

*Item 4.3: 50% of the students will read two pages which have not yet been covered in class from the third quarter of the basal reader in which they are reading at that time, with a maximum of 6 errors in word recognition.

*Item 4.4: 70% of the class will demonstrate oral facility in English by giving a review of an English story book they have read.

*Item 4.5: Given the topic "The School", 50% of the students will write a story of no fewer than 10 sentences.

*Item 16.1: Given a Spanish basal reader from El Nuevo Sembrador Series, 50% of the class will read orally two pages from the last quarter of the book, with no more than six word recognition errors.

*Item 16.2: Given the topic "La Escuela" 75% of the class will write a one paragraph short story in Spanish.

*Item 16.3: 70% of the class will demonstrate oral facility in Spanish by giving an oral report on a story from a Spanish book they have read.

*Item 16.4: 50% of the class will spell correctly in writing 15 of 20 Spanish words commonly used in third grade materials.

*Item 34.1: By October 31, 90% of the students will be able to state orally five facts, in English and in Spanish, about the moon as studied in the unit "Space" ("El Espacio").

*Item 34.2: By February 28, 90% of the students will match 80% correct on a matching exercise on Facts about the U. S. from studies in the unit "I Am An American."

*Item 34.3: By March 30, 90% of the students will match 80% correct on a matching exercise on facts about Texas from studies in the unit "Texas My Texas."

TABLE: XLIII CONTINUED:

TEACHER		ENGLISH LANGUAGE ARTS ITEM NUMBER 10.2*	10.3*	10.4*	SPANISH AS A SECOND LANGUAGE ITEM NUMBER 22.2*	22.3*	22.4*	22.5*	22.6*
Farmer	E	100%	100%	100%	75%	40%	67%	58%	84%
Ramsay	S	86%	85%	100%	93%	68%	65%	58%	72%

*Item 10.2: By the third week in December, 50% of the students will read two pages from the second quarter of the basal reader with a minimum of 6 errors in word recognition.

*Item 10.3: By the third week in April, given the topic "The School", 50% of the students will write a one-paragraph short story.

*Item 10.4: 70% of the students will demonstrate the ability to follow oral directions in arranging pictures or objects in a predetermined order with 70% accuracy.

*Item 22.2: By the third week in December, 80% of the students will demonstrate both aural and oral discrimination between the Spanish phonemes which are difficult for the English speaker with 80% accuracy.

*Item 22.3: By the third week in April, 60% of the students will spell in writing 15 of 20 Spanish words correctly

*Item 22.4: 50% of the students will read two pages which have not yet been covered in class from the basal reader in which they are reading at time with a maximum of 6 errors in word recognition.

*Item 22.5: 70% of the class will demonstrate oral facility in Spanish by telling about a Spanish story book they have read.

*Item 22.6: Given the topic "La Escuela," 50% of the students will write a story of no fewer than 10 sentences.

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XLIII CONTINUED:

TEACHER		MATH ITEM NUMBER 28.1*	28.2*	28.3*	28.4*	SOCIAL STUDIES ITEM NUMBER 34.2*	34.2*	34.3*
Farmer	E	89%	53%	80%	18%	91%	69%	65%
Bazbaz	S	66%	50%	87%	10%	100%	55%	40%
Pacheco		80%	85%	37%	41%	66%	67%	20%
Perez		92%	72%	66%	96%	100%	100%	56%
Pirhala	E	72%	75%	85%	97%	90%	59%	11%
Ramsay	S	93%	65%	85%	42%	91%	69%	74%
Reyes		96%	92%	100%	92%	84%	88%	85%
Rhoades	E	16%	29%	11%	15%	47%	61%	35%
Rodriguez	S	74%	68%	100%	87%	83%	93%	39%
Fields	S	100%	100%	58%	100%	100%	78%	63%
Soto		95%	83%	75%	100%	25%	87%	44%
Taylor	E	97%	90%	100%	100%	87%	89%	82%

*Item 28.1: By the end of the third grade, 80% of the students will correctly solve 6 of 10 written problems in addition, subtraction, multiplication and division on teacher-made tests.

*Item 28.2: By the end of the third grade, 80% of the students will correctly solve 6 of 10 division problems with 1 digit divisors with or without a remainder.

*Item 28.3: By October 29, 80% of the students will demonstrate an understanding of place value through four digit numbers.

*Item 28.4: By the end of the third grade, 80% of the students will solve addition or subtraction problems of measurement of length, area and volume with 60% accuracy on teacher-made tests.

TABLE XLIV

INSTRUCTIONAL - FOURTH GRADE PERFORMANCE TESTS
PERCENT OV PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER		ENGLISH AS A SECOND LANGUAGE ITEM NUMBER 5.2*	5.3*	5.4*	5.5*	5.6*	SPANISH LANGUAGE ARTS ITEM NUMBER 17.1*	17.2*	17.3*	17.4*
Duarte		94%	80%	88%	80%	58%	90%	78%	68%	80%
Gensberg	E	100%	85%	86%	100%	76%	54%	70%	60%	67%
Gonzales	S	91%	87%	100%	*	*	*	*	*	*
Hill	E	58%	84%	100%	86%	54%	37%	54%	73%	6%
Lopez		76%	93%	100%	100%	97%	72%	97%	80%	100%
Gloyd	E	18%	92%	78%	94%	28%	94%	40%	50%	0%
Morales, F.	S	47%	89%	75%	89%	62%	68%	83%	40%	74%
Morales, J.	S	100%	60%	47%	90%	40%	80%	34%	39%	54%
Shaw	E	100%	96%	83%	85%	64%	55%	76%	80%	85%
Peña	S	46%	60%	79%	93%	62%	50%	65%	20%	15%
Rodriguez		100%	97%8	80%	77%	62%	47%	65%	62%	83%
VanCleave	S	100%	93%	100%	100%	90%	94%	90%	46%	100%

*Data not received from teacher at time of writing this report. (S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XI IV CONTINUED:

*Item 5.2: By the third week in December, 50% of the class will read two pages from the second quarter of the basal reader with no more than six errors.

*Item 5.3: When read an unfamiliar story in English, 70% of the class will answer 4 of 5 comprehension questions asked concerning the story.

*Item 5.4: 80% of the students will demonstrate oral facility in English by giving a three-minute review of a story book they have read.

*Item 5.5: By the third week in April, 50% of the students will add the -ed past participle suffix to regular verbs in verb phrases of the pattern have + verb + ed with 75% accuracy.

*Item 5.6: Given the topic "Mexico, Our Neighbor to the South", 50% of the students will write a short story of not less than two paragraphs with not more than 5 spelling errors and not more than 5 grammatical errors.

*Item 17.1: Given a Spanish basal reader from "El Nuevo Sembrador" Series, 50% of the class will read orally two pages from the second quarter of the book with no more than six word recognition errors.

*Item 17.2: Given the topic "México Nuestro Vecino al Sur", 75% of the class will write a two paragraph short story in Spanish.

*Item 17.3: By the second week in April, 50% of the pupils will correctly spell 20 of 25 spelling words commonly used in fourth grade materials.

*Item 17.4: By the end of May, 90% of the class will demonstrate oral facility in Spanish by giving an oral report of a story from a Spanish book they have read.

TABLE XLIV CONTINUED:

TEACHER		MATH ITEM NUMBER 29.1*	29.2*	29.3*	29.4*	SOCIAL STUDIES ITEM NUMBER 35.1*	35.2*	35.3*
Duarte		82%	100%	100%	80%	57%	77%	50%
Gensberg	E	72%	64%	67%	45%	36%	79%	97%
Gonzales	S	71%	*	*	*	77%	*	*
Hill	E	33%	90%	0*	0*	67%	68%	68%
Lopez	87%	87%	100%	100%	94%	2%	80%	80%
Gloyd	E	70%	100%	36%	64%	56%	0%	0%
Morales, F.	S	55%	50%	84%	95%	22%	60%	74%
Morales, J.	S	83%	66%	60%	85%	56%	76%	81%
Shaw	E	23%	85%	83%	70%	91%	56%	81%
Peña	S	30%	94%	0*	88%	12%	97%	93%
Rodriguez		77%	97%	83%	97%	60%	44%	89%
VanCleave	S	90%	100%	100%	100%	90%	36%	100%

*Data not received from teacher at time of writing this report.

0* Teacher said class was not ready for this test.

(S designates Spanish-language team teacher. E designates English-language team teacher.)

TABLE XL IV CONTINUED:

*Item 29.1: By January 31, 80% of the students will accurately perform addition and subtraction operations with 4 digit numbers on 7 of 10 problems presented by the teacher.

*Item 29.2: By April 31, 80% of the students will accurately solve division problems with at least 2 digit divisors with or without a remainder on 6 of 10 problems presented by the teacher.

*Item 29.3: By the end of fourth grade, 80% of the students will add and subtract like and/or unlike fractions and express the answer in lowest terms with 60% accuracy.

*Item 29.4: By the end of grade four, 80% of the students will solve addition or subtraction problems of measurement of time, weight, and capacity with 60% accuracy.

*Item 35.1: By March 31, 80% of the students will be able to name the state bird, song, flower, tree, and motto of Texas as studied in the unit, "Mi Herencia."

*Item 35.2: By May 15, given a list of 6 names of Mexican-Americans who ahve been studied in the unit "Mexican-Americans of Today," 70% of the students will be able to list one significant fact about each.

*Item 35.3: By the end of fourth grade, given the topic "Our American Heritage", the students will write a story, which will include at least five contributions of Mexican-Americans to our present way of life, to indicate an appreciation of this group of Americans. The story can be written in Spanish or English.

TABLE XLV.

INSTRUCTIONAL - FIFTH GRADE PERFORMANCE TESTS
PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER		ENGLISH AS A SECOND LANGUAGE ITEM NUMBER			SPANISH LANGUAGE ARTS ITEM NUMBER				MATH ITEM NUMBER				SOCIAL STUDIES ITEM NUMBER		
		6.2*	6.3*	6.4*	18.1*	18.2*	18.3*	18.4*	30.1*	30.2*	30.3*	30.4*	36.1*	36.2*	36.3*
Aguirre		89%	68%	96%	92%	96%	92%	96%	71%	82%	68%	65%	59%	*	57%
Garza	S	97%	64%	85%	100%	100%	100%	97%	84%	90%	100%	85%	54%	75%	97%
Galan	S	50%	72%	76%	55%	76%	60%	100%	64%	12%	61%	76%	5%	12%	76%
Gonzales	S	88%	58%	67%	69%	68%	68%	87%	51%	61%	22%	44%	38%	0%	0%
Guajardo	E	84%	30%	*	60%	*	66%	*	73%	48%	59%	80%	*	*	*
Harris	E	100%	70%	100%	0+	0+	0+	0+	90%	24%	67%	100%	20%	80%	0+
Mora		82%	91%	90%	76%	36%	65%	97%	74%	81%	76%	84%	80%	83%	85%

* Data not received from teacher at time of writing this report.
0+ Teacher said there was insufficient time to test these objectives.

(S designates Spanish-language team teache
E designates English-language team teacher

*Item 6.2: By the last week in November 80% of the students will invert kernel sentences adding the correct form of the introducer (there is/there are) with 80% accuracy.

*Item 6.3: By the third week in April, 70% of the class will present an oral narrative to the class of not less than 5 minutes.

*Item 6.4: Selecting a topic from a list of five options, 60% of the class will write a short story of not less than three paragraphs with not more than 5 spelling and 5 grammatical errors.

*Item 18.1 Given a Spanish basal reader from El Nuevo Sembrador Series, 50% of the class will read orally two pages from the second quarter of the book with no more than six word recognition errors.

TABLE XLV CONTINUED:

*Item 18.2: Given the topic "Este es México", 75% of the class will write a three paragraph short story in Spanish.

*Item 18.3: 50% of the class will correctly spell 25 of 30 Spanish words commonly used in fifth grade materials.

*Item 18.4: 90% of the class will demonstrate oral facility in Spanish by giving an oral report on a story taken from a Spanish story book they have read.

*Item 30.1: By January 31, 80% of the students will perform addition and subtraction operations with 5 digit numbers with 70% accuracy.

*Item 30.2: By January 31, 70% of the students will recognize and classify angles as right angles, straight angles, acute angles, or obtuse angles according to the number of degrees in each angle with 60% accuracy on locally developed test.

*Item 30.3: By April 31, 70% of the students will write and solve equations for given word problems involving addition, subtraction and multiplication with 60% accuracy.

*Item 30.4: By the end of the fifth grade, 75% of the students will multiply fractions or mixed fractions by a whole number and express the answer in lowest terms with 60% accuracy.

*Item 36.1: By December 15, 1971, 80% of the students will be able to list in writing 20 names of rivers, cities, etc., of Texas that received their names from the Spanish.

*Item 36.2: By March 31, 80% of the students will be able to name the state nickname, bird, song, flower, tree, motto, two important cities, and the state capital of the state of Texas as studied in the unit, "Mi Herencia Mexicana-Americana."

*Item 36.3: By May 15, given a list of names of five Mexican-Americans who have been studied in the unit, "The Mexican-Americans of Today", 70% of the students will compare in writing one significant accomplishment of each with that of a black-American or Anglo-American.

Staff Development

Preservice and inservice training for teachers was as necessary this year as ever, due partly to the high degree of teacher attrition prevailing in the two school districts involved in this project and partly to the lack of college training specializing in bilingual education which existed in the past. From the first (1969 - 1970) to the second year (1970 - 1971) of the project, there was an attrition rate of 39%. From the second year to this year (1971 - 1972) the rate was 35%. In addition there were seven changes (10%) in teaching personnel since the fall of this year. Because of this huge turnover, extensive orientation and training for teaching staff is necessary annually.

Both teachers and aides attended a week-long pre-service training session. Aides, although meeting with the teachers some of the time, spent part of the time in meetings aimed at their own particular needs: use of audio-visual equipment, preparing of bulletin boards and the like. During this session the director gave teachers thorough indoctrination as to all proposal provisions, such as the percentage of time to be spent teaching in each language in each subject area and the importance of carrying out proposal guidelines. Teachers were briefed as to the evaluation design in detail, also.

Two methods of evaluating the pre-service training sessions were used. First, the introduction to methods of teaching English as a second language, which constituted part of the sessions, was preceded by a pre-test and followed by a post-test. The test scores were subjected to a T-test to determine whether the increase in scores between pre- and post-test was a matter of chance; the difference in scores proved to be significant beyond the .01 level of confidence. Second, teachers were requested to answer anonymous open-ended questionnaires concerning their reactions to the pre-service training sessions. Their answers were analyzed to determine the subject covered which was deemed most valuable, the subject teachers felt more time should be devoted to, suggestions for improvement for future sessions, etc. The results of this analysis were utilized by the director and the coordinators in planning future training sessions.

An innovative and promising idea originated by Director Hughes was the separation of individualized self-training kits for use by bilingual teachers, student interns, and student teachers. These kits, which were prepared cooperatively with a specialist in the particular subject area and a programmed-learning specialist, cover the following areas: History and Philosophy of Bilingual Education; Culture and Heritage of the Mexican-American; Teaching English as a Second Language; Contrastive Analysis of Regional and Standard Spanish; and Accountability in Education. The kits include books, mimeographed readings, workbooks, sometimes tape recordings and films, and pre- and post-tests. These kits should be quite useful in helping teachers gain some basic knowledge in bilingual education. Further validation of the kits is forthcoming next year.

Some teachers and all student interns have begun working through one of the kits this year, although the kits were not finished in time to allow completion before summer due to problems involved in time-scheduling for the specialists working together to develop each kit. During the coming school year teachers and student interns will be required to complete at least one kit. Pre-tests and post-tests will be given; a passing grade of 75% is necessary. If an individual should make a grade of 75% on the pre-test, he will be exempted from having to complete that kit.

Verbal interaction analyses were performed by the evaluator for all project teachers in October and again in April. This five-minute analysis determines the amount and type of teacher-student talk and silence or confusion. The results of these analyses and the importance of student participation in class discussions were explained to the teachers in a pre-service session and again after the fall analysis. Although it had not been stated as a performance objective, examination revealed that, of the thirty-eight teachers involved in the project both last year and this year, 71% showed improvement from the fall analysis for 1970 to the fall analysis for 1971. These results are shown in Table XLVII on the following page. The performance objective of improvement in student participation between fall and spring analyses was justified: of the sixty teachers who were analyzed both in fall and in spring (seven had dropped out) forty-two (70%) did improve. See Table XLVIII A T-test done to ascertain whether the increase in student participation between pre- and post-test was a matter of chance proved the difference to be significant beyond the .01 level of confidence.

Various other techniques were used also in a sustained effort to improve teacher performance. Monthly, coordinators observed teachers and held individual conferences, discussing constructively the insights provided by these observations. Teahcers were video-taped while teaching, and the films were later played back so that teachers could evaluate their own classroom performance and did so by filling out self-evaluation forms in December and in May. Suggestions from the forms relevant to areas in which pre-service training was felt desirable* were conveyed to the director. Teaching in Spanish, teaching Spanish reading and language arts, and teaching English as a second language were the main areas suggested. Efforts to secure appropriate training for next year are being made.

In December and again in May principals, coordinators, and teachers themselves completed teacher-rating forms.**Improvement had been predicted. Because of the mid-term change in coordinator personnel in San Marcos, this prediction cannot be verified for San Marcos teachers on the part of the coordinator. Therefore, only the Harlandale coordinator's ratings are considered in this category.

Analysis of these forms reveals that the Harlandale coordinator felt that 91% of the teachers had improved, 68% of the teachers themselves felt that they had improved, but only 48% of the principals felt their teachers had improved. Sixteen percent of principal ratings showed no change, and 36% showed a decrease. The evaluator feels that there was improvement in the performance of a majority of the teachers since the ratings by both coordinators (San Marcos' spring rating only is considered) and by the teachers themselves seem to be more reliable than those done by principals. Two principals considered all their teachers but one to be perfect--beyond the ability to improve--in the fall. Four other principals rated all their teachers as <u>almost</u> perfect in the fall. Only four principals seemed to have maintained any degree of objectivity in their ratings. For this reason, next year principals will not be asked to rate the teachers; the evaluator, coordinators and teachers themselves will be asked to perform this part of the evaluation in the hope of increasing observer objectivity and reliability.

*As stated before, the high attrition of teachers in the project makes continuity difficult. This affects pupil performance as well as pre- and in-service training needs.

**See table XLIX.

TABLE XLVII

RESULTS OF VERBAL INTERACTION ANALYSES*

Teacher/School/ Grade	Student Talk 1970	Student Talk 1971	Teacher/School/ Grade	Student Talk 1970	Student Talk 1971
Almendarez/Bonham/K	29	35	Pachecano/C.H./2	32	26
Flores/Collier/K	41	34	Rendon/C.H./2	27	30
Cardenas/Gerald/1	30	45	Rivas/C.H./2	24	30
Delgado/Crockett/1	12	57	Rives/Stonewall/2	33	62
Flores/Flanders/1	24	54	Warren/Gerald /2	57	47
Jones/Wright/1	33	33	Farmer/Crockett/3	36	44
Mitchell/C.H./1	22	40	Pacheco/Collier/3	24	46
Perales/Collier/1	24	52	Perez/Stonewall/3	30	36
Reyna/Stonewall/1	33	17	Pirhala/C.H./3	65	59
Vance/Travis/1	19	40	Ramsay/Crockett/3	22	45
Williams/C.H./1	37	33	Rodriguez/C.H./3	25	43
Ayala/Stonewall/2	33	27	Soto/Bowie/3	33	25
Camacho/Travis/2	35	48	Gonzales/Collier/4	49	63
Curlee/Crockett/2	22	44	Hill/Stonewall/4	24	60
Engel/Wright/2	18	48	Lopez/C.H./4	42	39
Hernandez/Flanders/2	17	75	Pacheco/Flanders/4	14	32
Muñoz/Bowie/2	36	61	Peña/Stonewall/4	26	42
Music/C.H./2	29	57	Aguirre/C.H./5	28	47
Nicola/Crockett/2	39	35	Harris/C.H./5	36	39

*Only the teachers who were in the program both last year and this year are listed.

TABLE XLVIII

VERBAL INTERACTION ANALYSIS*

GRADE/TEACHER/SCHOOL	TEACHER TALK		STUDENT TALK		SILENCE/CONFUSION	
	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.
K / Almendarez /Bn./	65	53	35	47	0	0
K / Flores / C /	66	62	34	38	0	0
K / Wortham /Bn./	43	32	52	68	5	0
1 / Allison /C.H/	58	49	37	51	5	0
1 / Altenhoff /Cr./	48	32	52	66	0	2
1 / Cardenas / G /	55	49	45	49	0	2
1 / Delgado /Cr./	43	54	57	41	0	5
1 / Flores / F /	42	52	54	45	4	3
1 / Gutierrez /C.H/	46	20	54	75	0	5
1 / Jones / W /	59	42	33	54	8	4
1 / Lozano / S /	77	33	23	64	0	3
1 / Lujan / G /	42	55	58	43	0	2
1 / Mitchell /C.H/	60	40	40	57	0	3
1 / Perales / C /	48	32	52	66	0	2
1 / Reyna / S /	76	50	17	45	7	5
1 /Ruiz Flores / B /	50	54	50	41	0	0
1 / Trevino /C.H/	33	23	51	77	16	0
1 / Vance / T /	60	33	40	67	0	0
1 / Williams /C.H/	63	36	33	63	4	1
2 / Ayala / S /	73	63	27	35	0	2
2 / Camacho / T /	47	40	48	57	5	3
2 / Chavarria /C.H/	54	55	46	45	0	0
2 / Curlee /Cr./	50	42	44	56	6	2

GRADE/TEACHER/SCHOOL	TEACHER TALK		STUDENT TALK		SILENCE/CONFUSION	
	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.
2 / Engel / W /	48	52	48	46	4	2
2 / Hernandez / F /	20	13	75	85	5	2
2 / Maldonado /C.H/	48	67	52	31	0	2
2 / Muñoz / B /	39	14	61	83	0	3
2 / Music /C.H/	43	29	57	69	0	2
2 / Nicola /Cr./	60	63	35	34	5	3
2 / Pachecano /C.H/	74	49	26	46	0	5
2 / Rendon /C.H/	70	43	30	57	0	0
2 / Rives / S /	31	35	62	63	7	2
2 / Warren / G /	46	37	47	63	7	0
3 / Farmer /Cr./	56	47	44	51	0	2
3 / Pacheco / C /	48	43	46	49	6	8
3 / Perez / S /	57	30	36	70	7	0
3 / Pirhala /C.H/	37	69	59	31	4	0
3 / Ramsay /Cr./	55	74	45	24	0	2
3 / Reyes / S /	33	30	67	60	0	10
3 / Rhoades /C.H/	67	27	23	68	5	5
3 / Rodriguez /C.H/	57	40	43	55	0	5
3 / Soto / B /	75	57	25	36	0	7
3 / Taylor /C.H/	78	69	22	21	0	10
4 / Duarte /C.H/	51	42	46	56	3	2
4 / Gensberg /Cr./	30	57	70	40	0	3
4 / Gonzales / C /	27	47	63	50	10	3
4 / Hill / S /	25	46	60	51	15	3
4 / Lopez, /C.H/	61	47	39	47	0	6
4 / Morales /Cr./	56	72	44	24	0	4

GRADE/TEACHER/SCHOOL	TEACHER TALK		STUDENT TALK		SILENCE/CONFUSION	
	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.
4 / Morales / T /	47	54	43	46	10	0
4 / Peña / S /	55	52	42	43	3	5
4 / Rodriguez / B /	40	40	50	57	10	3
4 / VanCleave /C.H/	48	33	47	64	5	3
5 / Aguirre /C.H/	53	35	47	65	0	0
5 / Garza /C.H/	67	57	33	39	0	4
5 / Galan / S /	58	55	42	45	0	0
5 / Gonzales / S /	63	65	30	28	7	7
5 / Guajardo / C /	76	54	19	44	5	2
5 / Harris / S /	54	55	39	43	7	2
5 / Mora / F /	50	63	50	31	0	6

*Figures shown are percentages of total talk.

The seven teachers in the program who had to be replaced during the course of the school year and whose scores therefore could not be compared with those of their replacements were Gage (C) K, Mendoza (C) 2, Rivas (CH) 2, Lesak (T) 3, Saenz (F) 3, Pacheco (F) 4, and Melliff (S) 4.

TABLE XLIX

RATINGS OF BILINGUAL TEACHERS

TEACHER / GRADE / SCHOOL	COORDINATOR'S		PRINCIPAL'S		TEACHER'S SELF-EVALUATION	
	PRE	POST	PRE	POST	PRE	POST
Almendarez / K / Bn	*	4.44	5.00	5.00	5.00	3.36
Flores / K / C	3.23	4.96	3.16	3.27	3.00	3.88
Wortham / K / Bn	*	4.04	5.00	5.00	5.00	3.50
Allison / 1 / CH	3.15	3.04	3.08	3.73	3.55	3.52
Altenhoff / 1 / Cr.	*	4.00	5.00	4.70	4.16	4.00
Cardenas / 1 / G	3.80	5.00	4.66	5.00	3.24	3.32
Delgado / 1 / Cr.	*	4.30	5.00	5.00	3.18	3.78
Flores / 1 / F	4.00	4.96	3.96	3.96	3.54	3.68
Gutierrez / 1 / CH	3.40	4.20	4.73	4.00	4.24	4.23
Jones / 1 / W	3.88	5.00	3.91	3.96	3.32	4.60
Lozano / 1 / S	3.68	4.64	3.88	3.96	4.12	4.04
Lujan / 1 / G	3.76	4.76	4.57	5.00	4.08	4.32
Mitchell / 1 / CH	3.64	4.28	4.73	3.84	3.56	4.26
Perales / 1 / C	4.04	3.00	3.17	2.96	4.58	4.40
Reyna / 1 / S	3.00	3.08	3.72	4.20	3.19	3.48
Ruiz Flores/ 1 / B	*	4.08	4.80	3.91	3.04	2.96
Treviño / 1 / CH	3.65	4.28	3.42	3.08	2.83	3.89
Vance / 1 / T	*	4.48	4.85	4.96	3.73	4.00
Williams / 1 / CH	3.65	3.12	4.45	3.91	3.13	3.22
Ayala / 2 / S	3.84	4.84	3.72	4.45	4.31	4.44
Camacho / 2 / T	*	3.96	3.92	4.44	4.32	4.28
Chavarria / 2 / CH	3.46	4.40	3.19	3.12	3.23	3.56

TEACHER / GRADE / SCHOOL	COORDINATOR'S PRE	COORDINATOR'S POST	PRINCIPAL'S PRE	PRINCIPAL'S POST	TEACHER'S SELF-EVALUATION PRE	TEACHER'S SELF-EVALUATION POST
Curlee / 2 / Cr.	*	3.75	5.00	5.00	3.30	3.56
Engel / 2 / W	3.80	4.88	3.91	3.96	4.16	4.04
Hernandez / 2 / F	3.92	4.96	4.44	4.28	4.16	3.68
Maldonado / 2 / CH	3.52	4.54	3.34	3.76	3.07	3.54
Muñoz / 2 / B	*	4.15	4.16	4.00	3.15	4.34
Music / 2 / CH	2.80	3.20	3.25	3.45	3.04	2.96
Nicola / 2 / Cr.	*	4.08	4.95	4.25	3.81	4.88
Pachecano / 2 / CH	3.68	4.04	4.84	3.84	3.28	4.56
Rendon / 2 / CH	3.65	5.00	4.80	3.96	3.08	3.52
Rives / 2 / S	4.00	5.00	4.47	4.42	4.28	4.68
Warren / 2 / G	3.46	4.04	4.90	4.92	3.12	3.96
Farmer / 3 / Cr.	*	3.96	5.00	4.90	3.32	3.95
Pacheco / 3 / C	3.47	5.00	3.00	3.21	3.19	3.24
Perez / 3 / S	4.00	5.00	4.44	4.54	2.96	2.56
Pirhala / 3 / CH	3.32	3.35	4.74	3.86	3.10	3.26
Ramsay / 3 / Cr.	*	4.38	5.00	5.00	3.84	4.00
Reyes / 3 / S	3.08	4.00	3.58	3.58	2.16	3.40
Rhodes / 3 / CH	3.00	3.15	3.21	3.18	4.21	4.00
Rodriguez / 3 / CH	3.88	4.93	4.73	4.62	2.84	4.11
Soto / 3 / B	*	5.00	5.00	4.91	3,00	3.25
Taylor / 3 / CH	3.19	3.37	3.17	2.86	3.00	3.34
Duarte / 4 / CH	3.38	4.04	4.12	3.88	2.74	3.04
Gensberg / 4 / Cr.	*	4.00	5.00	5.00	4.20	4.00
Gonzales / 4 / C	3.38	4.23	3.08	3.16	3.42	3.30
Hill / 4 / S	2.19	2.73	3.77	3.87	3.30	5.00

TEACHER / GRADE / SCHOOL	COORDINATOR'S		PRINCIPAL'S		TEACHER'S SELF-EVALUATION	
	PRE	POST	PRE	POST	PRE	POST
Lopez, M. / 4 / CH	3.92	3.32	4.96	3.96	3.81	3.35
Morales, F./ 4 / Cr.	*	2.96	5.00	5.00	3.13	3.92
Morales, J./ 4 / T	*	3.80	4.40	3.87	3.72	4.00
Peña / 4 / S	4.00	4.62	4.38	4.28	3.92	4.00
Rodriguez / 4 / B	*	4.30	4.23	4.00	3.00	3.28
VanCleave / 4 / CH	3.60	4.46	3.89	3.80	3.54	3.96
Aguirre / 5 / CH	3.76	5.00	4.77	4.54	4.61	4.96
Garza / 5 / CH	3.64	3.88	3.65	3.50	3.42	----
Galan / 5 / S	3.80	4.62	3.88	3.96	4.00	3.00
Gonzales / 5 / S	2.97	4.08	3.83	3.83	3.16	2.60
Guajardo / 5 / C	3.03	3.85	2.91	2.96	3.05	2.95
Harris / 5 / S	3.08	3.21	3.71	4.05	2.72	3.00
Mora / 5 / F	4.04	4.96	4.36	4.00	4.00	3.96
TOTALS	39 improved. 4 did not.		29 improved. 21 did not. 10 showed no change.		40 improved. 19 did not.	

*Because of personnel change, the ratings cannot be compared, and only the spring rating is given.

-- Form not received at time of writing of this report.

The seven teachers in the program who had to be replaced during the course of the school year and whose scores therefore could not be compared with those of their replacements were Gage (C) K, Mendoza (C) 2, Rivas (CH) 2, Lesak (T) 3, Saenz (F) 3, Pacheco (F) 4, and Melliff (S) 4.

Teachers and coordinators evaluated bilingual aides (and student interns who served as aides) via rating forms in December and May. Suggestions relevant to future training for aides were given careful consideration by the director. Improvement in ratings had been predicted from December to May.* Analysis of forms reveals that coordinators rated 80% of the aides as improving but teachers rated only 49% of the aides as improving. Since the teachers are the persons most intimately involved with the aides' performance, this poses a serious problem. It is recommended (and has already been considered favorably by coordinators) that henceforth coordinators hold conferences with aides following the first rating and frankly discuss the ratings and especially problem areas.

Teachers were offered opportunities to observe other projects and to attend conferences and conventions which could further their knowledge of recent developments in bilingual education. Not able among these was the attendance at the National TESOL (Teachers of English to Speakers of Other Languages) Convention in Washington, D. C., by one of the coordinators and a teacher from each district and attendance at the National Conference on Bilingual Education at Austin, Texas, by a dozen teachers and all administrative personnel connected with the project. The director and the evaluator attended the Texas Foreign Language Association Convention in El Paso. Teachers and administrators who attended meetings acquainted other project teachers with what they had gained from these meetings.

Training of future bilingual teachers was again this year an integral part of the project. Several bilingual student teachers were placed in bilingual classrooms and supervised by the director both in the fall and in the spring. Mimeographed handouts concerning the purposes and practices of bilingual education were prepared by the director and dispersed to these bilingual student teachers, all student interns and many other students of this University who requested information about bilingual education. The director spent a considerable amount of time talking with students interested in bilingual education and encouraging them to enter this rewarding field. The bilingual student teachers were evaluated through the University rating scale for student teachers completed by supervising teachers, the director, and the students themselves.

One of the biggest problems encountered in the Bilingual Education Program has been the lack of qualified bilingual teachers. Because of this Director Hughes originated the idea for a student intern program to aid in preparing qualified personnel. Therefore, this third year of the program for the first time, twenty bilingual student interns of junior rank in college entered training to become bilingual teachers. These students will complete their college coursework on a work-study basis. The project pays for tuition and classroom books and supplies needed; the students work as aides in project classrooms ten hours each week for which they receive $2.25 an hour; during the time in the fall and spring when standardized tests are administered, the students spend additional work hours giving and scoring tests under the evaluator's supervision. This year these students did quite a good job of administering the Peabody tests and of scoring other standardized tests administered by classroom teachers.

Of the twenty student interns who began the program in the fall, eighteen completed the first semester. One dropped out to attend airline hostess school; one dropped out to get married. Three other students dropped out of the program at the end of the first semester to get married. One student was dropped for failure to comply with the requirements of the program, i.e., she failed to carry a full load:

* See Table L

TABLE L

RATING OF BILINGUAL AIDES*

DESIGNATION	SCHOOL	AIDE	TEACHER'S PRE	TEACHER'S POST	COORDINATOR'S PRE	COORDINATOR'S POST
	Bonham	Perez	4.11	3.84	3.72	3.93
SI	Bowie	Muñoz	3.15	4.00	3.31	3.83
		Perez	3.10	3.44	**	4.00
		Rodriguez,D.	3.34	4.90	3.83	5.00
SI		Soto	4.10	4.05	3.00	3.95
SI	Crockett	Arredondo	2.79	3.00	3.27	3.00
		Contreras	**	4.74	**	3.93
SI		Borja	4.70	4.00	4.06	4.05
SI		Tanguma	**	3.68	**	3.95
SI		Dueñas	4.66	3.00	3.63	3.72
SI		Flores	4.42	4.05	3.83	4.11
SI		Jimenez	4.37	4.05	3.70	4.16
SI		Morales	**	4.61	**	4.38
SI		Gonzales	**	3.42	**	3.56
		Nowotny	3.62	3.74	**	3.93
SI		Reyna	3.35	3.47	3.61	3.44
SI		Saenz	4.68	4.31	3.22	3.90
SI		Salazar	4.05	4.61	2.95	4.00
SI		Vasquez	4.11	4.73	3.95	4.00
	Travis	Hickey	3.92	3.74	**	4.00
SI		Alvarez	**	.	**	.
SI		Ramirez	3.94	4.42	3.39	4.00
		Rodriguez, E.	3.60	3.95	3.72	4.00

*In cases where 2 or more teachers use 1 aide, a mean of the ratings is used.

SI = Student Intern

**Because of teacher, aide or coordinator change, the ratings cannot be compared, and only the spring rating is given.

DESIGNATION	SCHOOL	AIDE	TEACHER'S PRE	TEACHER'S POST	COORDINATOR'S PRE	COORDINATOR'S POST
	Collier	Chavez	4.94	4.21	3.42	4.00
		Garcia, P.	4.39	3.55	3.31	3.11
		Sanchez,M.E.	5.00	5.00	4.26	4.89
		Soriano	**	4.08	**	3.84
	Col. Hts.	Arocha	3.69	3.39	3.42	3.63
		Castro	4.18	3.76	3.84	4.00
		Escamilla	3.66	4.04	3.80	3.32
		Hernandez	4.47	4.95	3.42	4.26
		Rodriguez, A.	4.39	4.14	3.31	3.89
		Rodriguez, Y.	4.13	3.29	3.47	4.16
		Sandoval	2.41	2.68	3.42	3.37
		Treviño	4.00	3.95	3.52	4.16
		Herrera	**	3.97	**	4.47
	Flanders	Garcia, C.	3.72	3.63	3.26	4.42
		Whitworth	3.70	3.71	3.63	4.21
	Gerald	Fernandez	4.05	4.41	4.00	4.79
SI	Stonewall	Tristan	**	3.00	**	4.00
SI		Campos	**	3.21	**	3.21
		Gomez	4.25	4.76	3.94	4.63
SI		Gueldner	**	3.00	**	4.00
		Reyes	4.50	4.30	3.84	4.63
SI		Uriegas	3.66	3.73	3.21	3.58
		Vasquez	3.05	4.10	3.73	3.58
		Martinez	3.28	3.85	3.80	4.42
	Wright	Sanchez, M.F.	4.83	4.69	3.31	3.63
		TOTALS	18 improved. 19 did not.		28 improved. 7 did not.	

she dropped a course without permission and failed to complete midterm evaluation and conferences. However, six new students were added to the program; therefore, the program again had twenty students the second semester.

During the first semester the students attended a special section of Ed. 3311, Child Development, taught by Dr. Elizabeth McDaniel. This section was especially designed for bilingual education majors. The second semester three courses were given which related specifically to bilingual education: a special section of Ed. 3311 (McDaniel) was repeated for new student interns and other interested students; Ed. 3320, Elementary Methods (given by Dr. Hughes) dealt principally with methods in bilingual education; one history course (given by Dr. Wilson) dealt with Mexican-American Culture and Heritage. In addition, all student interns checked out and began working through one of the self-training kits mentioned previously in this report.

During both semesters, in addition to their work, these students carried an average of more than fourteen semester hours (a full course load) with a fall average grade point of 2.25 and a spring average of 2.36 on a four-point scale. On the bilingual aide-rating forms completed by teachers, these aides received a fall mean rating of 3.89 out of a possible 5.00 and a spring mean rating of 3.71.

Because of their college background they are somewhat better prepared to aid the teacher in instructional activities than are the regular teacher aides. These student interns also did a very good job of administering the Peabody tests in the fall and spring and were conscientious and responsible in their scoring of all standardized tests given in the project.

In fall conferences between the auditor and the evaluator it was decided advisable to try to secure honest opinions indicating the true feelings of teachers and principals in the program. For this purpose an anonymous opinionnaire was sent to teachres and principals involved with the Bilingual Education Program. Analysis of the answers received to this opinionnaire indicate the following: (1) 85% of the teachers and 78% of the principals wanted to continue in the program; (2) 92% of the teachers and 78% of the principals were either satisfied or very satisfied with the program; (3) 92% of the teachers and 78% of the principals wanted to continue the Bilingual Education Program after federal funding ceases; (4) 81% of the teachers and 78% of the principals wanted to continue in the program after federal funding ceases. These teacher responses corresponded to the responses given in the teacher self-evaluations in December and indicate an honest commitment to the concept of bilingual education on the part of teachers and administrators.

COMMUNITY INVOLVEMENT

The community liaison persons in each district were extremely beneficial to the success of the program in many ways: they made home visits to parents whose children were absent from school frequently or whose children had problems which required special help of any type; they contacted community services and arranged aid for children or families in any area of life in which it was needed; they published monthly newsletters in Spanish and English, keeping parents informed about the Bilingual Education Program (a copy of a typical edition appears in the appendix); they held Parents' Circle meetings monthly in target schools; they secured active help from

parents with such special events as classroom parties, field trips, Christmas programs, etc. The community liaisons performed additional services for both coordinators and the evaluator in the dissemination of forms and collection of data in the course of their frequent trips to the schools.

In one of the monthly newsletters put out by community liaisons for parents of children in the bilingual project, a questionnaire for parents to complete and return was included. This questionnaire asked for suggestions relevant to project activities. (There is a copy of this questionnaire in the appendix.) In San Marcos 225 replies were received from 539 newsletters sent out; in Harlandale 410 replies were received from 1324 newsletters. The apparent return of 42% from San Marcos and 31% from Harlandale is even better than appears on the surface, for many of these parents have more than one child in the project but return only one questionnaire. Community liaisons took careful cognizance of suggestions received.

Teachers kept both community liaisons informed monthly of the number of parental communications received, as well as noting any particular situation in which the community liaison might be of help. Parental contacts took the form of notes or letters, phone calls, or visits and attendance at Parent Cirlce meetings. Parental contacts in Harlandale for the first semester totaled 4618; those in San Marcos, 663. Parental contacts in Harlandale for the second semester totaled 23,132; those in San Marcos, 809. Thus the prediction of 10% increase in parental contacts from fall to spring semesters was far surpassed in both districts.

Parental volunteer help with off-campus field trips, class parties, and special programs included chaperoning, costume-making and providing free food for class picnics. Fall volunteers numbered 53 in Harlandale and 85 in San Marcos; spring volunteers numbered 700 in Harlandale and 105 in San Marcos. Parental involvement in both districts increased from slightly over 10,000 in 1970-1971 to slightly over 30,000 in 1971-1972, tripling itself. These figures provide overwhelming evidence of the success of the community liaisons in involving the parents with bilingual education.

The Community Advisory Committee in Harlandale, which consists of community leaders, parents, school personnel and school board members, held two meetings. During the February meeting the Harlandale coordinator explained the purpose, goals and needs of the Bilingual Education Program to members. For the May meeting a folklórico program was presented by project pupils for some 1200 members of the community.

In the spring three meetings were held for the Community Advisory Board in San Marcos. The project director explained various facets of the Bilingual Education Program, and question-and-answer sessions followed. Elementary principals, the president of the school board, school personnel, parents and other interested members of the community were among those present.

The internal evaluator has three suggestions to make with regard to the Community Advisory Committees for the coming year: (1) since regular meeting as stipulated in the proposal, are more productive and maintain continuity of involvement, the meetings should begin early and continue throughout the school year; (2) the committee should incorporate more ordinary rank-and-file Chicano and Anglo members of the community in addition to community leaders; (3) provisions should be made for more input into the program from these committees.

Increased involvement of this bilingual project with other members of the educational community was quite successful. Communication with other projects in the nation was increased through attendance by approximately twnety members of this project at the National Bilingual Conference in Austin, Texas, as mentioned before in the report under Staff Development. In addition, a quite impressive accomplishment is due largely to the Harlandale coordinator's efforts. She initiated meetings which led to the establishment of the Bexar County Bilingual Association, an organization devoted to pooling information from all bilingual projects in the San Antonio area. In turn this organization had a large hand in the establishment of a statewide organization devoted to bilingual education within the framework of the Texas State Teachers' Association.

The general public was kept informed of the work of this Bilingual Education Project through many articles which appeared in such newspapers as the San Marcos Record, La Otra Voz, (a Spanish-language newspaper,) the Austin American, the Austin Statesman, the San Antonio Express and the San Antonio Light. Articles featured work of project teachers, coordinators, and the director. A copy of a typical article appears in the appendix of this report.

COORDINATION OF THE BILINGUAL EDUCATION PROGRAM

In the summer of 1971 there was a change in administrative personnel in the Harlandale portion of the bilingual project. Mrs. Lydia Calonge, who has a bachelor's degree in elementary education and a dozen years of teaching experience with bilinguals, replaced Mrs. Dorcas DeSoto as project coordinator. At the same time Mrs. Blanche Mora assumed the newly-created position of curriculum specialist. Mrs. DeSoto stayed on for several weeks to give help and advice, and thus the transition took place with no problems whatsoever.

In spite of the possible sources of conflict within the bilingual project (see Table III, Organizational chart), far better coordination of all elements in the Bilingual Education Program was achieved this year in various ways. In the first pre-service session at the beginning of this school year both teachers and principals were thoroughly briefed as to the evaluation and audit reports from last year, the pre-audit report from this year, and this year's proposal and evaluation design. In addition, principals were given copies of the three reports listed above, of the proposal (which contains the evaluation design) and of the evaluation time schedule. The teachers were given copies of the evaluation design and of the evaluation time schedule. Also, attention was called to the necessity for following the guidelines set up in the proposal and for attempting to achieve improvement in the program by adhering to the suggestions of the auditor and the evaluator.

Generally, data were sent by teachers to the evaluator much more promptly and efficiently this year, due partly to the thoroughness of briefing of teachers and principals and partly to the notices sent to teachers when reports were overdue and to principals at the end of each month, stating which forms were overdue from which of their teachers. The exceptions to this were forms which became due in May. Therefore, no forms will have that late a due-date next year.

Written monthly reports were another method by which better coordination waswas achieved in the project: each community liaison person reported to his

coordinator; both coordinators, the curriculum specialist, and the evaluator reported to the director; the director reported to the Consortium, which consists of the two local school district superintendents and the chairman of the department of education at Southwest Texas State University. In this way and through monthly staff meetings all administrative staff were kept informed.

The process of revision for improvement in the project was an on-going one, due to close coordination between coordinators, evaluator and director in prompt discussions of data received from teachers and of information received in conversations with teachers and principals. Close coordination between director, auditor and evaluator resulted in many improvements in both evaluation design and in the project itself.

In January other changes in administrative personnel occurred in the project. Dr. B. E. Hughes, who was the director, had asked in the fall to be relieved of this assignment; consequently, Mr. Carlos Rodriguez, the former San Marcos coordinator, took over as director in January. However, Dr. Hughes continued one-fourth time in the project the remainder of this year in an advisory capacity to the new director, and the program continued to run smoothly even with this change in administrative staff. Dr. Hughes also continued supervising the bilingual student interns in the program.

After the January change Mr. Rodriguez served as director of this program and also as director of the new SWTSU program in bilingual/bicultural education, which is designed to produce teachers who are thoroughly trained for work in bilingual classrooms. These two positions have proved mutually complementary, both for the director and the two projects. The position of coordinator in San Marcos, which had been vacated by Mr. Rodriguez, was filled by Mrs. Conscepción García, who holds a master's degree and has had seventeen years of teaching experience (much of it in bilingual teaching and in teaching of migran workers' children.) Mrs. García has done an able job as coordinator.

RECOMMENDATIONS

Because of the large number of recommendations, they will be divided into the following categories: (1) curriculum development and revision; (2) instruction; (3) staff development; (4) community involvement; and (5) coordination.

Curriculum Development and Revision

The cuadernos should be revised and shortened. Their use as basic teaching materials should be limited to the first grade level, and they should be used only as supplementary material thereafter. This would be one manner of curtailing the excessive amount of classroom time spent in meaningless, repetitious drill on phonics, grammar, atc., by the teachers.

Instruction

a) Pupil dropout from the program could be alleviated in many ways: (1) the superintendents should stress the extreme need for recruitment of bilingual teaching staff for all schools in their districts--likely places such as south Texas for this recruiting effort could be suggested to personnel directors; (2) in a preservice session this August superintendents should stress to principals the vital importance of keeping the same pupils in the bilingual program for several years.

b) Before the fall term begins, superintendents should apprise project school principals of the necessity of granting sufficient time in a team-teaching situation to the Spanish-language teacher to allow proposal guidelines, with respect to amount of time spent teaching Spanish language arts and half time teaching of math and social studies in Spanish, to be followed.

c) Administrative personnel of the project should again in preservice training call attention of teachers to proposal guidelines for teaching Spanish language arts, math and social studies.

d) Experiential, concept and vocabulary development should be stressed by all teachers but especially by those in kindergarten and first grade;

First grade teachers should concentrate heavily for several months on an oral language development program before beginning reading training in any language;

f) Reading training should be begun in the dominant language of the child;

g) If the child is a balanced bilingual, reading training should be begun in Spanish since the language and graphic system used to represent it correspond more closely than the English and reading techniques are readily transferred. (Recommendations d through f are made because of results of the Peabody Picture Vocabulary Test given in the fall.)

h) The evaluator (and auditor if possible) should in preservice training discuss data gathered by coordinators this year in regard to amount of time spent teaching various aspects of Spanish and of English and the consequences thereof as reflected in the Peabody, Metropolitan and Spanish prueba results: principal findings for oral language teaching are the inordinate amount of time spent teaching sounds (particularly in Spanish) as compared to time spent developing concepts and

vocabulary; principal findings for written language teaching are (1) the inordinate amount of time spent in this area in kindergarten and first grade and (2) the paucity of time allotted to reading comprehension, particularly in comparison with totals for spelling, grammar and mechanics of form--even on the lowest grade levels. The scores for word knowledge and reading comprehension reflect this misuse of time.

i) Coordinators should take measures to ensure that teachers correct the situations which led to recommendations d through h above.

Staff Development

a) Because of lack of objectivity and reliability in ratings of teachers by principals, their ratings should be discontinued. The evaluator will attend an observation skills institute this summer in order to increase her knowledge. This coming year she will utilize observation skills gained from the institute in aiding teachers with self-appraisals of performance. She will also complete ratings of teachers in fall and spring, as will coordinators. Teachers will continue their fall and spring self-evaluations.

b) The fall ratings of bilingual aides by teachers and coordinators should be frankly discussed with aides. The conferences could point out problem areas in a constructive manner and thus improve aide performance.

c) In order to provide incentive for working through one of the individualized programmed-learning kits per year, teachers and student interns should receive some college credit for this if at all possible. If this proves impossible, perhaps a small bonus for teachers who complete a kit would be effective motivation.

Community Involvement

a) Since regular meetings of Community Advisory Committees, as stipulated in the proposal, are more productive and maintain continuity of involvement, the meetings should begin early and continue throughout the school year.

b) These committees should incorporate more ordinary rank-and-file Chicano and Anglo members of the community in addition to community leaders.

c) Provisions should be made for more input into the program from these committees.

Coordination

Increased involvement of all teachers and schools within the two districts with bilingual education and thus better coordination between the Bilingual Education Program and the rest of the school program should be developed. One method of achieving this might be by sharing any or all of the following project materials with other teachers: (1) any one of the individualized programmed-learning kits could be checked out by non-project teachers; (2) a copy of each social studies unit in English and in Spanish on his grade level could be supplied to every bilingual

teacher in the district; (3) a copy of each social studies unit on his grade level written in English could be supplied to every monolingual teacher in the district; (4) a shortened version of the bilingual curriculum guide is already being incorporated into an all-district guide for Harlandale--this could also be done for San Marcos; (5) a bibliography of cuadernos, math or science books written in Spanish, Spanish language arts or reading texts, TESL (Teaching English as a second language) texts and other relevant materials which the district possesses could be made up and supplied to all teachers who would be allowed to check out a copy of whatever they thought would be of aid in their teaching.

APPENDIX

Curriculum Guide (or Social Studies) Evaluation Form

Language Dominance Questionnaire

Allocation of Time Form

Inferred Self-Concept Scale

Verbal Interaction Analysis Form

Teacher Rating Form

Teacher Self-Evaluation Form

Anonymous Opinionnaire Form

Bilingual Aide Rating Form

Sample Newsletter

Newsletter Questionnaire

Sample Newspaper Article

CURRICULUM GUIDE EVALUATION[1]

Instructions: this evaluation has been kept as short and simple as possible in the hope that you will cooperate and be able to give us at least one constructive suggestion each month.

1. List any corrections which need to be made.[2]

2. List any improvements which should be made.[2]

3. List any deletions you think should be made.[2]

4. List any additions you desire.[2]

If you feel that the curriculum guide fails to meet any of the criteria specified below, please check that particular criterion (X) and state the reason.

_____1. The curriculum guide is psychologically and educationally sound.

_____2. The curriculum guide is developmentally sequenced.

_____3. The curriculum guide is relevant to program goals.

_____4. The curriculum guide is easy to use.

_____5. The curriculum guide is clear.

_____6. The curriculum guide is appropriate for my particular grade level.

_____	_____	_____
Grade Taught	Signature	Month

[1] The back of this sheet may be used, if needed.

[2] Be sure to give subject matter area and page number.

BILINGUAL EDUCATION PROGRAM

August 31, 1971

Dear Parents:

The attached survey is necessary to help your child in his school program. Its main purpose is to determine what language is spoken the most at home. You can help your child by completing and returning it to his school as soon as possible.

Please complete by placing a check mark ✓ in the appropriate column for each one of the statements.

Your cooperation is greatly appreciated.

Estimados Padres:

El reconocimiento ajuntado es necesario para ayudar a su niño en su programs la escuela. Servirá para determinar la lengua que se habla en [illegible] mente. Para ayudar a su niño, complete estu[illegible] devuélvase a la escuela.

Para completar el reconocimiento ponga una marca así ✓ en la columna apro de cada una de las declaraciones.

Su cooperación es muy agradecida.

Parents: Please complete and return to your school

	Most of the Time	Part of the Time	Seldom
1. I speak Spanish with my husband/wife.			
2. I speak Spanish with my children.			
3. My children speak Spanish with me.			
4. My children speak Spanish with my husband/wife.			
5. My children speak Spanish to each other.			
6. My children speak Spanish to their grandparents.			
7. The radio is tuned in to Spanish-language programs.			

Child's Name _____

ALLOCATION OF TIME

TEACHER_____ GRADE____ SCHOOL_____ DATE____

ESL

Minutes Spent

_____ Listening comprehension
_____ Oral-aural discrimination.
_____ Oral morphology drills.
_____ Oral syntax drills.
_____ Vocabulary and concept building.
_____ Phonics.
_____ Reading comprehension.
_____ Handwriting.
_____ Spelling.
_____ Grammar.
_____ Mechanics of form.
_____ Creative writing.
_____ Public speaking

SPANISH

Minutes Spent

_____ Listening comprehension
_____ Oral-aural discrimination.
_____ Oral morphology drills.
_____ Oral syntax drills.
_____ Vocabulary and concept building.
_____ Phonics.
_____ Reading comprehension
_____ Handwriting.
_____ Spelling
_____ Grammar.
_____ Mechanics of form.
_____ Creative writing.
_____ Public speaking

SOCIAL STUDIES

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

MATH

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

SIENCE

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

TOTAL TIME SPENT IN CLASSROOM _____

_____
Coordinator or Curriculum Specialist

INFERRED SELF-CONCEPT JUDGMENT SCALE FOR USE IN A SCHOOL SETTING

We are concerned here with your judgment of the student's "view of himself" ("self-concept") as it is generated by and in the school setting. You are asked to describe your perception of a student's self-concept in terms of the following items. Please indicate your rating on each item, using the scale below:

1. --Never 2.--Seldom 3.--Sometimes 4.--Usually 5.--Always

_____1. Enjoys working with others

_____2. Exhibits self-confidence

_____3. Plays with smaller or younger children

_____4. Evidences strong pleasure in good work

_____5. Is antagonistic to adults

_____6. Has unrealistic expectations for himself

_____7. Is easily discouraged

_____8. Appears unsociable

_____9. Cries easily

_____10. Is unfiendly to classmates

____11. Tries to dominate or bully

____12. Fights

____13. Talks compulsively

____14. Seems afraid of teacher

____15. Feels he is "picked on" by classmates

____16. Gives up easily

____17. Is defiant

____18. Thinks he is right

____19. Is ready to accept blame when at fault

____20. IS trusting

____21. Seems to have a "chip" on his shoulder

____22. Is quarrelsome or argumentative

____23. IS "Over-sensitive"

____24. Provokes hostility from classmates

____25. Thinks his teacher likes him

____26. Tattles

____27. Is withdrawing

____28. Is fearful

____29. Seems satisfied with level of performance

____30. Appears worried

CHILD'S NAME _____

TEACHER'S NAME _____

GRADE _____

SCHOOL _____

ANALYSIS OF VERBAL INTERACTION IN CLASSROOM

INSTRUCTIONS: A tally of teacher/pupil verbalization will be kept in appropriate categories at 5 second intervals for a period of 5 minutes.

TEACHER:	SPANISH	ENGLISH
1. LECTURES: gives facts and/or opinions concerning content or procedures (teacher initiated).		
2. GIVES DIRECTIONS: gives instructions, commands, or orders which a student is expected to carry out.		
3. ASKS QUESTIONS: questions about content or procedures expecting student answers.		
4. ANSWERS QUESTIONS/DISCUSSES: (pupil-initiated).		
5. PRAISES/ENCOURAGES/REINFORCES: response to pupil efforts.		
6. CRITICIZES: non-accepting of behavior or response.		
PUPIL:		
7. STUDENT TO TEACHER TALK-- teacher-initiated.		
8. STUDENT TO TEACHER TALK-- pupil-initiated.		
9. STUDENT TO STUDENT TALK-- spontaneous.		
10. STUDENT TO TEACHER--in unison.		
11. SILENCE/CONFUSION:		
12. SILENCE/PRODUCTIVE ACTIVITY:		

TOTAL: TEACHER TALK_____

TOTAL: STUDENT TALK_____

TOTAL: SILENCE OR CONFUSION_____

NUMBER OF STUDENTS IN CLASS_____

NUMBER OF STUDENTS WHO RESPONDED_____

TEACHER_____ GRADE_____ SUBJECT AREA_____

BILINGUAL EDUCATION PROGRAM

Teacher Rating Form To Be Completed By The
Project Coordinators and Principals

Teacher_____ School_____

Self-Contained Classroom_____ Team Teacher_____ English/Spanish_____

Key for Rating Scale

1. Unacceptable. Denotes poor, inadequate, inferior qualities. Consistently low standards.
2. Below average. Denotes occasionally substandard qualities, but potential for improvement is evident.
3. Average. Denotes satisfactory performance and occasionally high standards.
4. Above average. Denotes desirable qualities and often high standards.
5. Superior. Denotes excellent, exceptional, and outstanding qualities; consistently high standards.

PROFESSIONAL ATTITUDES

To what extent does this teacher:

_____1. Demonstrate enthusiasm toward her work in the Bilingual Program by willingness to attend preservice or inservice training sessions and doing necessary studying therefor?

_____2. Demonstrate a desire to improve both the Bilingual Program and her own teaching by willingly allowing her students to participate in the testing program?

_____3. Demonstrate cooperation with the school and the Program by willingness to fill out questionnaires, rating forms, and other additional paper work necessary?

_____4. Demonstrate understanding of the goals and precedures of the Bilingual Program of which she is a part in conversing with school personnel and parents?

_____5. Demonstrate pride in and confidence toward her work with Mexican-American students by willingness to be observed in classroom teaching by administrators and others?

_____6. Demonstrate cooperation with coordinator by attempting to follow suggestions and responsing promptly to requests?

_____7. Demonstrates cooperation with team teacher by coordinating lesson plans, making concessions when needed, and utilizing tact and discretion when speaking of team teacher? *

_____8. Demonstrate sympathetic awareness of and appreciation for Mexican-American heritage and culture by discussing these with her students?

*If applicable.

CLASSROOM METHODS

____9. Use accurate oral English in her classroom?*

____10. Use accurate written English in her classroom?*

____11. Use accurate oral Spanish in her classroom?*

____12. Use accurate written Spanish in her classroom?*

____13. Utilize the time and services of her teacher's aide in accordance with project guidelines?

____14. Encourage students to bring materials for instruction from outside her classroom?

____15. Utilize basal textbooks or primary teaching materials?

____16. Utilize supplementary instructional materials in her classroom?

____17. Successfully teach English as a second language according to the objectives of the Bilingual Education Project?*

____18. Successfully teach in Spanish language arts according to the objectives of the Bilingual Education Project?*

____19. Successfully teach in math according to the objectives of the Bilingual Education Project?

____20. Successfully teach in social studies according to the objectives of the Bilingual Education Project?

____21. Effectively aid Mexican-American students in the development of positive self-concepts by doing the following: greeting students by name as they enter the classroom, involving students in classroom tasks on a rotating schedule, and conversing casually with students (in Spanish, if able)?

____22. Maintain adequate classroom discipline for effective teaching?_____ If not, why?

PERSONAL ATTITUDES

____23. Dress and groom appropriately?

____24. Demonstrate honesty and sincerity?

____25. Possess a sense of humor?

____26. Demonstrate punctuality in all duties?

COMMENTS: (Use back of sheet).

DATE_____ _____

(Coordinator or Principal)

*In the case of team-teaching disregard this question if not applicable.

BILINGUAL EDUCATION PROGRAM

Teacher Rating Form--Self-Evaluation - Fall

Teacher_____ School_____ Date_____

A. Rating Scale

Key for Rating Scale

1. Unacceptable. Denotes poor, inadequate, inferior qualities. Consistently low standards.

2. Below average. Denotes occasionally substandard qualities, but potential for improvement is evident.

3. Average. Denotes satisfactory performance and occasionally high standards.

4. Above average. Denotes desirable qualities and often high standards.

5. Superior. Denotes excellent, exceptional, and outstanding qualities; consistently high standards.

PROFESSIONAL ATTITUDES

To what extent do I:

_____ 1. Demonstrate enthusiasm toward my work in the Bilingual Program by willingness to attend preservice or inservice training sessions and doing necessary studying therefor?

_____ 2. Demonstrate a desire to improve both the Bilingual Program and my own teaching by willingly allowing my students to participate in the testing program.

_____ 3. Demonstrate cooperation with the school and the Program by willingness to fill out questionnaires, rating forms, and other additional paper work necessary?

_____ 4. Demonstrate understanding of the goals and procedures of the Bilingual Program of which I am a part in conversing with school personnel and parents?

_____ 5. Demonstrate pride and and confidence toward my work with Mexican-American students by willingness to be observed in classroom teaching by administrators and others?

_____ 6. Demonstrate cooperation with coordinator by attempting to follow suggestions and responding promptly to requests?

_____ 7. Demonstrate cooperation with team teacher by coordinating lesson plans, making concessions when needed, and utilizing tact and discretion when speaking of team teacher?

_____ 8. Demonstrate sympathetic awareness of and appreciation for Mexican-American heritage and culture by discussing these with her students?

CLASSROOM METHODS

_____ 9. Use accurate oral English in her classroom?*

_____10. Use accurate written English in her classroom?*

_____11. Use accurate oral Spanish in her classroom?*

_____12. Use accurate written Spanish in her classroom?*

_____13. Utilize the time and services of her teacher's aide in accordance with project guidelines?

_____14. Encourage students to bring materials for instruction from outside her classroom?

_____15. Utilize basal textbooks or primary teaching materials?

_____16. Utilize supplementary instructional materials in her classroom?

_____17. Successfully teach English as a second language according to the objectives of the Bilingual Education Project?*

_____18. Successfully teach in Spanish language arts according to the objectives of the Bilingual Education Project?*

_____19. Successfully teach in math according to the objectives of the Bilingual Education Project?

_____20. Successfully teach in social studies according to the objectives of the Bilingual Education Project?

_____21. Effectively aid Mexican-American students in the development of positive self-concepts by doing the following: greeting students by name as they enter the classroom, involving students in classroom tasks on a rotating schedule, and conversing casually with students (in Spanish, if able)?

_____22. Maintain adequate classroom discipline for effective teaching?_____ If not, why?

*In the case of team-teaching disregard this question if not applicable.

PERSONAL ATTITUDES

_____23. Dress and Groom appropriately?

_____24. Demonstrate honesty and sincerity?

_____25. Possess a sense of humor?

_____26. Demonstrate punctuality in all duties?

B. AREAS IN WHICH IN-SERVICE TRAINING IS NEEDED:

C. RATIO OF ENGLISH TO SPANISH:

1. English Language Arts. Percentage of time taught in Spanish_____; Percentage of time taught in English_____; Clarification or explanations only are given in Spanish_____.

2. Spanish Language arts. Percentage of time taught in Spanish_____; Percentage of time taught in English_____; Clarification or explanations only are given in English_____.*

3. Math. Percentage of time taught in Spanish_____; Percentage of time taught in English_____; Clarification or explanations only are given in Spanish_____.

4. Social Studies. Percentage of time taught in Spanish_____; Percentage of time taught in English_____; Clarification or explanations only are given in Spanish_____.

5. Science. Percentage of time taught in Spanish_____; Percentage of time taught in English_____; Clarification or explanations only are given in Spanish_____.

6. Health and Safety. Percentage of time taught in Spanish_____; Percentage of time taught in English; Clarification or explanations only are given in Spanish_____.

D. ADDITIONAL INFORMATION

1. Do the pupils feel free to use either Spanish or English in responding?

YES_____ NO_____

2. Did you volunteer for your position in the Bilingual Program?

YES_____ NO_____

3. Do you want to continue (next year) as a teacher in the Bilingual Program?

YES_____ NO_____

4. Are you unsatisfied_____ generally satisfied_____ very satisfied_____ with the present program design?

5. Please list specific ways you think the program can be effectively changed.

COMMENTS: (use back of sheet if necessary)

DATE:_____ _____
(TEACHER)

OPINIONNAIRE FOR TEACHERS AND PRINCIPALS

1. Do you want to continue in the Bilingual Education Program next year?

   YES_____ NO_____

2. Are you unsatisfied_____ generally satisfied_____ very satisfied_____ with the present program goals and design?

3. Do you think the Bilingual Education Program should be continued when federal funds are no longer available? YES_____ NO_____

4. Do you want to continue in the Bilingual Education Program when federal funds are no longer available? YES_____ NO_____

5. Please list specific ways you think the program can be effectively changed.

COMMENTS:

Date:_____

CHECK ONE: I am a Teacher_____

Principal_____